

**DEVELOPING STUDENTS' READING WORKSHEET A TENTH
GRADE OF SMA NEGERI 4 PALOPO**



IAIN PALOPO

A THESIS

*Submitted to the English Study Program of S1 Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo in the Partial
Fulfillment of Requirement for the Degree of S. Pd
in English Study Program.*

By.

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2018**

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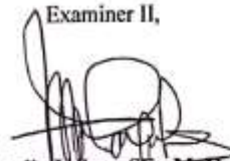
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The researcher



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ABSTRACT

Lestari, 2018. *Developing Students' Reading Worksheet at Tenth Grade of SMA Negeri 4 Palopo*. Thesis, English Study Program Educational Department in State Islamic Institute Palopo. Prof. Dr. H. M. Said Mahmud, Lc., M.A. Dewi Furwana, S. Pd M. Pd

Keyword: Developing, Reading, Worksheet.

This research about Developing Students' Reading Worksheet of tenth grade at SMA Negeri 4 Palopo, the researcher formulated research question as follow: what kind of Reading Worksheet are suitable for tenth students'. The objective of this research is to create and develop reading worksheet for tenth grade students' by using the Addie design model.

In this research and development from Addie model this consist Analyzing, Designing, Implementation and evaluating. There are 14 students' and two experts validation. The instrument of the data collection is a questioner.

The result of the research show that the researcher develop and make a product based on the students' need. And the development of this product is also carried out based on the syllabus and curriculum that apply in the school itself. Based on the worksheet have development already appropriate necessity and lack of the students and with the development worksheet would students reading ability.

CHAPTER I

INTRODUCTION

A. *Background of the Problem*

The use of students' worksheet or speak bahasa LKS in teaching reading comprehension is importantly needed because it covers many kinds of exercises, reading, and activity. It will make students become more active to learn reading. Basically, the use of worksheet in teaching and learning process is really helpful for both teacher and students. Besides the content is covered all the material, students also will be more interested in completing their activity if the worksheets they use are pictures colorful. This research argues that by using good reading worksheet, the English learner will be able to understand reading material and activity participate in reading learning process. Worksheet is a media that aims to get learners to react to a teacher. It can be an excellent creative media to improve learner interest, ability as well as supporting factor for many parties who want to be able to use English in communicating. The researcher defined the learners need analyses pertinent to the learning material and the applying of the media.

In other side, McDowell and Waddling suggested that during laboratory investigations, properly designed worksheet can help teachers overcome the

problem of time demanding and enable teacher to enhance students' acquisition of knowledge and skill.¹

A worksheet is a specially prepared page of exercise designed to improve your knowledge or understanding of a particular subject. Complete this worksheet before you decide on the model you want, printable reading comprehension passage exercise to improve your students reading skill. The researcher make context clues worksheets to help the students in the class room the research sharing them with you the hopes that they will help students as well. The words have been selected from texts recommended by common core. These context clues worksheet had been divided into three levels. Sometimes, the students are difficult to learn reading if the teacher do not have the same modul or worksheet as the main source to teach. The students will be easier to study if they have some worksheets in Reading because they only focuse on reading and exercisess. Beside that, the worksheet created for tenth grade should be based on the curriculum which is implement in SMA Negeri 4 Palopo. Base of observation the researcher found out weakness of the study including unsystematic and inappropriate reading learning media which were taught by the study without considering the learners need bases on their English competency levels. Hence in this study, the researcher focused on developing materials in make worksheet media. The researcher found many kinds of problems that we never found before, usually composed how to solved them or what to do about them. In this case,

¹McDowell, Waddling *Journal of Chemical Education*, '' Improving the Design of Laboratory Worksheet'', Vol.62,issue.11,p.1037.Nov 1985.

students problem in to doing the reading are that he does not know the language all enough or chunk effectively.

B. The Identification of the Problem Statement

Based on the problem statement above, the researcher formulates research question as follow: "What kind of Reading worksheets is appropriate for tenth grade students at SMAN 4 Palopo?"

C. The Objective of the Research

The objective of this research is to create and develop reading worksheet for the tenth grade students by using the ADDIE design model that the students become more accustomed with the exercises and types of reading this worksheet will drive the students to improve their comprehension in reading for tenth grade and the other side, to help teacher to teach and as reference into teach of SMA Negeri 4 Palopo.

D. The Significant of the Research

The significant of this researcher could help the students' to improve students' knowledge and can help teacher to teach and as reference for the next researcher.

E. The Scope of the Research

The researcher employed english reading worksheet. By an activity, the researcher employ English reading worksheet namely printed paper sheet

(LKS).By content, analysis students'research at tenth grade by using Addie models.

F. The Assumption and the Limitation of the Research

The result of research used for tenth grade students because content of the worksheet base on curriculum and syllabus in the school. The product that is produce in this research is above to use for student at tenth grade student in learning comprehension.

G. Definition of the Key Terms

Developing:

Is that the researcher try to create some new elements on students' worksheet based on syllabus in the school.

Worksheet:

A sheet containing tasks that must be done by students. The activity sheet is usually a hint or step-step to complete a task. And, the task must be clear the basic competence that must be achieved.

Reading Comprehension:

The ability to process text, understand its meaning, and to integrate it with what the students know. And this improve knowledge and Fundamental as a skills required in efficient reading comprehension is knew meaning word.

Reading Worksheet:

Reading materials that appropriate for the students at
the tenth grade

CHAPTER II

LITERATURE REVIEW

This chapter deals with some previous related research findings and some pertinent idea.

A. Some Previous Related Research Findings

1) Nurul Halima with the title Developing reading worksheet for the eight grade students of Madrasah Tsanawiyah Raudatul Jannah Palangka, Based on the result of this research, MTs Raudhatul Jannah Palangka Raya ; There were 20 students' response to the English worksheet; the students need worksheet that easy to understand, the students need worksheet with the kinds of the question and easy to answer , the students need learning used worksheet increased their knowledge, the students need the interesting worksheet, and students needs the worksheet with the better using in understanding the material.

2).Siti Munirah with the title had conducted a research entitle “Developing Students’ Critical Reading throught Article as Media at the Eleventh Year Students of SMA Negeri 1 Baebunta”’. Based on the result of her research, she concluded that students’ critical reading develop in leaning through at the eleventh year students of SMA Negeri 1 Baebunta in academic year 2008/2009. Furthermore, she suggested to the teacher who wants to teach critical to use article, since this method has been proved to increase critical reading in learning

through article. By using article, the students may find the learning process become more interesting and they are more interesting in reading.²

3). Sri Hastuti with the title Materials development in learning English for English camp for Tarbiyah Faculty Students of State Islamic Institute (IAIN) Palopo. Based on the observation on the 13th- 26th of February 2016, the researcher observed an English camp program especially for BIDIK MISI students.³

Those three previous have the same purpose which are to develop the worksheet for students, this research similarity worksheet already made a student easier to understand the material and the then to point out some worksheet description that is really useful to become the source for other research. The differences with three researches above. Are This research created English Worksheet based on curriculum and syllabi and what the students needs, research the student use critical thinking, and observed an English camp. Then used worksheet increased their knowledge the students interested.

² Sitti Muniar, '' *Developing Student' Critical Reading Through Article as Media at the Eleventh Year Students of SMA Negeri 1 Baebunta* ''. (Palopo:STAIN Palopo,2009),p.54

³Sri Hastuti *Materials Development in Learning English for English Camp for Tarbiyah Faculty Students of State Islamic Institute (IAIN) Palopo*.

B. Some Pertinent Ideas

1. Reading

a. Definition Of Reading

Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation

Reading is a process undertaken to reduce uncertainty about meaning a text, reading the process result from a negotiation of meaning between the text and its reader.

And According to Indonesian Dictionary, the definition of reading is to see and understand the contents, can be with or in the heart only.

According to Mr.Hodgson published 1960 pages 43-44, the definition of reading is the process done by the readers to get the message, which will be delivered from the author with the mediator of the media words and written language. When explicit and implicit messages can be understood, then the process of reading it will be done well.

Reading is a skill which enables us to get a message; recognizing the written words (written symbols); getting (understanding) the meaning; used to teach pronunciation grasping information from texts.

Demanded Mr. Finochiaro and Bonomo published in 1973, the definition of reading is to take and understand a meaning and its meaning contained in the written language.

According to Mr.Lado published in 1976, the definition of reading is to understand from the patterns or grammar of the subuah picture written.

According to Mr.GorysKeraf published in 1996, the definition of reading is a complete process among other activities that contain physical and mental elements. Therefore, reading can be interpreted also as a process of giving meaning to visual symbols.

According to Mr.FredickMc Donald in Burns published in 1996, the definition of reading is a series of complete responses, which include attitude, cognitive, and manipulative responses. Definitions Reading can be divided into sub skills, including sensory; perception; Sequence; experience; think; learn; association; affective; And constructive. According to Fredick, reading activity can occur when several sub skills are done together on a mutually integrated whole.

According to Mr.Kolker 1983, the definition of reading is the process of communication between the reader and the author with the language of writing. The origin of this reading according to Mr. Kolker there are three things, namely, cognitive, affective and language.

From many studies above are resourcing the worksheet used in their own object. Three of them are the same that use research and development model in developing their worksheet for using in process of learning. The first and second teams, in conducting their study have some differences. Those are from their way in collecting the data emphasizing the point of their study. The first team

emphasizes team game in conducting the product maximally while the second group emphasizes the components that should be in their worksheet for guiding the teacher and students in learning also studying process. The correlations in these studies are: those two journals complete the explanation from Uswatun Hasanah's journal who explains general thing about the worksheet and also fixing the missing at peace from Hasana's explanation. As the conclusion, those three journal are completing each other where Hasana's explanation is completing from the first and the second teams.

From the studies above, the researcher is more confidence to continue this study to the next steps. Because, there is no resource that totally the same with the researcher's study. In this previous study, the researcher also has more references in conducting this research. This study will be conducted for the students at SMA Negeri 4 Palopo in the third semester. This research will apply *Research and Development R & D* model of development in developing the worksheet by using *Analyze, Design, Develop, Implement and Explore (ADDIE)* model. Questionnaire, interview and observation are three thing that researcher will use for getting the information from students. ⁴

⁴[http://en.wikipedia.org/wiki/Reading_\(Process\)](http://en.wikipedia.org/wiki/Reading_(Process))

b. *Kinds of Reading*

Reading have the are many kinds, the kinds have the meaning and the kinds

1. *Extensive Reading*

Furthermore Nuffal state that intensive reading is studying accurately, studying carefully. The aim of intensive reading is to arrive at profound and detailed understand of the text, not only of what it means, but also how is as important as for intensive reading in order to understand the part (the sentence, paragraph chapter) of the text which is make up.

Intensive reading is a reading for recall or total actually. It is in a class way in using reading. Intensive reading involves approaching of the under the close guidance of the teacher.

2. *Reading Aloud*

Reading aloud involves understanding the black marks first and then production of the right noise. Most people, if they are asked to read something aloud, like have an opportunity glance over what it is they are being asked to read. In the actual process of reading aloud to the usually find that their eyes are several words if not lines ahead of their tongues. Aloud unfamiliar material is however another question in many class it is common practice to demand this of the students, that reading than being followed by question on what is been read aloud in drawing coherent meaning from a text. The process is something like A-B-C.

3. Silent Reading

Silent reading is the interpretation which is likely for the reading term. This is perhaps the nearest approach to the essence of reading, the A-C of it. It is obvious that for the greatest amount of reading that is done world is silent.

4. Reading Speed

Closely related to degree of understanding is reading speed. Obvious the rate at which may be covered becomes slower as depth and detail of understanding increase, but there are number of the factor which in here. One of these may e the clarity of the text itself. Another factor is the extent to which the content of a text already familiar to the reader. Nevertheless it is possible to develop reading speed, and efficient reading involves high reading speeds with high levels of comprehension.⁵

c. Part of Reading

1. Paragraph

Reading is one of four skills in learning language including English. In general, reading English text is not very different from any language even though it has its own characteristic. As many language, in reading English text the students need special and certain skills. In order to understand any language text, there are at least for suggestions to do. First, read all paragraphs or whole text. Second, list and verify main ideas of the text. Third, classify the essential main

⁵Geoffrey Broughton, at. Al, *Teaching English As a Foreign Language*, Loondon:1985,p. 9094

idea, and. Forth, make conclusion which cover all important information from the text.

2. The Controlling Idea

The paragraph demonstrates one of the important features of the formal single paragraph text in English. It includes an imperative idea that is supported by statement that are more factual. The imperative idea in this paragraph is contained in the first sentence. In this regard, Hall and S.Y Jung state that when the imperative idea for a paragraph is one sentence, it is often called the topic sentence. However, it is more useful to think of it as the main idea or controlling idea. The main idea is about the TOPIC, ESP. it is not documented by any convincing evidence. Main idea that summary.

3. Supporting the Controlling Idea

In a formula English paragraph, especially in the single paragraph text, the controlling idea control the paragraph. When it begins the paragraph, it is followed by statement which explain it. These are often called ‘supporting idea’. When a student read a certain text, it should identify first where is the controlling idea (topic sentence) and the supporting controlling idea. Because these are a key to understand what the author says in the reading text.

4. Vocabularies

In order to maximize their understanding and comprehension, the students should have enough vocabularies. Vocabularies are a part of word to make sentence in English. Indeed, vocabulary is one of essential components of any

language and no exist language without word or vocabularies. Vocabulary refers to the word we must know to communicate effectively.

There some types of vocabulary such as noun: book and pen, compound noun: brother in law, uncountable noun such as content word can be divided into three general groups. This division corresponds closely to the traditional part of speech.

- a. word naming things such as idea and entities
- b. word naming actions such as go, read, and write.
- c. word used to describe the quality of those things or action such as adjective and verb.

Conducting to Supporting the controlling idea, this the researcher take are reading aloud and extensive reading.

d. Purpose Reading

Commonly, the answer of the question above depends on our purpose in reading. There are two main reasons why someone read, they are:

1. Reading for information

In most case, reading for information is relevant to a current study of the reader. They read to find out information reduce their reduce uncertainties. Reading is the activity which aims to get some information the reader s need. Reading is done to obtain information out of the text in order to general idea of what the text is about. For example, people read to find out about things as a

natural phenomenon that innate characteristic of the human being to curious about the world around him.

2. Reading for pleasure

The purpose of reading in any language is to inform ourselves about something we are interested in, or to extend our experience of the world in which we live. Reading is done to obtain information out of the text as such as possible for pleasure. For example, reading a novel for pleasure. It is done and other people's order and according to individual reader's wish, mood and preference, intellectual and cultural development, so in other words, the purpose of reading in any language is to inform ourselves about something we are interested in or to challenge our knowledge on certain matters.

Based on the explanation above, the researcher concludes that our purpose in. Reading is not far from our wish to get pleasure and information. Reading as a the general idea to find out about things and English inform ourselves about interested, experience in the world, reading be able as a reference, and knowledge.

e. Problem in Reading

The researcher found many kinds of problems that we never found before, usually composed how to solved them or what to do about them. In this case, students problem in to doing the reading are that he does not know the language all enough or chunk effectively⁶

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⁶Danielle S McNamara. 2006. *Reading Comprehension Strategy*. (New Year). P. 3

As the students, he needs to read many book in order that increase his knowledge. But many students read without knowing or understanding the main idea, the meaning and the context of the text. Therefore, writer also writers about different expects reading components.

f. Influenced Factors in Reading

Reading is actively engaged with the text: they think about many things as they read to comprehend the text. For example, they do the following:

- Activate prior knowledge
- Examine the text to uncover its organization
- Make prediction
- Connect to their own experiences
- Create mental images
- Draw inferences
- Notice symbol and other literary devices
- Monitor their understanding

These activities can be categorized as reader and text factors. Reader factors include the background knowledge that readers bring to the reading process as well as the strategy they use while reading and their motivation and engagement during reading. Text factors include the author's idea, the words the author to express those ideas, and how the idea are presented.

g. Type of Reading

The types of reading are:

- 1) Beginning : it is major of physical actives, to voicing the written symbols and get the meaning also get meaning of symbols is a party activities conducted
- 2) Inspectional: inspectional reading is related on the time problem which is available to read. Readers only have time which relative shorten, while readers have to finish.
- 3) Analytic: analytic is reading complete, goodness and perfect performance within time is not limited to analyze about what we read.
- 4) Synoptically : in synoptically reading, the readers have to analyze more than one book⁷

h. Kinds of Reading Comprehension

a) Literal Comprehension

Literal comprehension is the understanding of the written meaning of a passage: the definition of words, the context of the writing, the main idea of the passage, and the sequence of thought chosen by the author. This literal level comprehension focuses on reading the passage, hearing the words viewing the image. It involves identifying the important and essential information. Witg

⁷ Arul effendi, *Meningkatkan Kemampuan Membaca Cepat Dengan Speed rReading di Sekolah Dasar*, [http:// Yarulefendy. Blogspot. Wordpress](http://Yarulefendy.Blogspot.Wordpress) . accessed on february, 12th 2018

guidance, students can distinguish between the important and less important idea.⁸

b) Interpretive Comprehension

At the interpretive level, the focus shifts to reading between the lines, looking at what is implied by the material under study. It requires students to combine pieces of information in order to make inferences about author's intent the message. Guiding students to recognize these perceived relationships promotes understanding and decrease the risk of being overwhelmed by the complexities of the text being viewed, hear or read.

c) Applied Comprehension

Understanding at the literal and interpretive levels are combined, reorganized and restructured at the applied level to express opinions, draw new insights and develop fresh ideas. Guiding students through the applied level shows them how to synthesize information, to read between the lines and to develop a deeper understanding of the concepts, principles and implications presented in the text.⁹

i. Reading Process

Wirdowijoyo in Rudiyanon thesis puts forward stages of reading process:

1) Perception

The perception have indicates the ability to read words as significant units.

2) Comprehension the comprehension refers to the ability to read words the authors or writers word conducive to useful thought as read contexts.

⁸<https://pedandthepad.com> *Literal Comprehension*

⁹<https://www.slideshare.net>

3) Reactions

The reactions are the action that requires consideration in connection with was has/have been said by the author or writer.

4) Integration

To integration reveals the ability comprehend to understand thought or concept to word the experience background of writer can be useful as part of the reader experiences.¹⁰

j. Kind of Reading Worksheet

1) Map Reading Worksheet

Reading a Map

Study the map and use it to answer the questions below.

Our Little Town Map

Legend	
	Railroad
	Bridge
	Lake
	Tree
	House
	Building
	Hospital

1. What is the title of this map?

2. From the post office, is the lake north or south?

3. If you are at the library, which direction do you go to the town neighborhood?

4. What is west of Little Town Neighborhood?

5. What building is east of the hospital?

2) Reading Log Worksheet

¹⁰Rudiyanto, *Improving the Ability at the Tenth Year Student of SMA PMDS Putri Palopo in Reading Comprehension by Using PQRS Method* (STAIN Palopo,2001). P 13

At first I thought...

Reading Response

Book Title: _____ Date: _____
 Minutes Read: _____ Pages Read: _____

At first I thought...

Now I think...

Book Title: _____ Date: _____
 Minutes Read: _____ Pages Read: _____

At first I thought...

Now I think...

3) Reading Response Journal

Week 1	Number of Pages Read
Week 2	Number of Pages Read
Week 3	Number of Pages Read
Week 4	Number of Pages Read
Week 5	Number of Pages Read

4.) Reading Graph Worksheet



5.) Reading Checklist ¹¹

My Reading Checklist

Did I read left to right?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Did I read top to bottom?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Did I practice my reading fluency?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Can I retell the story?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Did I look carefully at the pictures?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Did I share the story with a friend?		<input type="checkbox"/> YES	<input type="checkbox"/> NO

education.com

C. Curriculum

1. Definition of Curriculum

According to Ibrahim (Tyler, 2015:2), curriculum is a planning of all student subjects and applied by the school for achieving the education purposes and Nasution (Muryani, 2010:1) also stated that curriculum is a systematic planning for stimulating the learning and teaching processes under the responsibility of school or education institution. Curriculum also is an accident that is happening in learning process under the school or education institution responsibility (formal and informal activity).

While those two curriculum definitions above, In Indonesian Constitution No. 20 2003 about national education system chapter 1 subchapter 19 and Minister of National Education Standard explained that Curriculum is a planning, purpose of education, contain media and

¹¹ <http://www.Education.com/Worksheet/Articlee/Reading -Comprehension-Pinocchio/>

learning process method. Those are for achieving the education main purpose of education.

The continuing explanation from In Indonesian Minister's Constitution of Education and Culture No. 81A 2013 about curriculum implementation appears that curriculum is a central of education need to develop and implement contextually for knowing region, education society and students need.

By looking at four definitions from two researchers and two Ministers above, in this study the researcher concludes that curriculum is a subject and education program given by education institution to the expert in a lesson to make a suitable materials that is appropriate to use in his/ her environment that is consists of lesson managed by the teacher who teach the lesson in the class. The lesson plan that is going to apply in the class for student in each period should be prepared by the teacher based on students need and level (not to hard and easy).

2. Component of Curriculum

In Sukmadinata's research (2006:102-112) mentions that the component of curriculum consists of six parts. Those are: Purpose (*Tujuan*), Tools of learning (*Bahan ajar*), Teaching strategy (*Strategi Mengajar*), Media of study (*Media Mengajar*), Teaching Evaluation (*Evaluasi Pengajaran*) and Fixing (*Penyempurnaan Pengajaran*), while Sukirman (2014:20) states that the component in curriculum consist of

theory, concept, generalization, principle, fact, source, example and definition.

Based on the explanation above, the curriculum should be have material that already managed, processed, validated, arranged and fixed. Those things show that the material that offered in curriculum should pass many steps before applied to the students.

3. The Function of Curriculum

In Kartika's Journal (2010:3), mentions six functions of curriculum. Those are: adaptation, integration, differentiation, preparation, correlation and diagnostic function. In other sides, Inggris (Ibrahim, 2015:6) also states that curriculum consist of some functions: Adjective of adaptive function, integrating function, differentiating function, production function, selective function and diacritic function.

- a) The Adjective of adaptive function: curriculum should be able to handle society condition because it will become students object in learning.
- b) The integrating function: integrating students should be educated by using curriculum to face the society. The Differentiating function: curriculum has to offer the different problem in the learning process to familiarize the students with the other live outside. So, students are able to know and solve the other thing out of their life.
- c) The production function: as the educator to prepare the students for continuing the next level (higher education)

- d) The selective function: The curriculum should be flexible to educate the students. So the students are able to elect the beneficial thing for their own selves.
- e) The diagnostic function: the material that offered by the curriculum is coming from the need analysis. So, the students are able to study based on their suitable materials then, they will enjoy in learning that create an excellent students.
- f) Hong Kong University press. Curriculum has different interpretations among scholars, session rather than listing the exiting interpretations, I would take one step forward, trying to evaluate them with reference to Hong Kong education context.

In this chapter, the researcher also discusses some methods and theories that became a path for researcher to develop a worksheet Reading for the class tenth of SMA Negeri 4 Palopo,

D. Worksheet

1. Definition of Worksheet

Worksheet is sheet containing problems and exercise about the material.

Worksheet based problems given to increase understanding and cognitive students. In Indonesian language.

Worksheet is a sheet containing tasks that must be done by students. The activity sheet is usually a hint or step-step to complete a task. And, the task must be clear the basic competence that must be achieved. Meanwhile,¹²

Belawati that worksheet is not an abbreviation of student activity sheet but the work of students. So from the above explanation can be understood that the student.¹³

Worksheet is a printed material in the form of paper sheets that contain the material, summary and instruction manual implementation of learning tasks that must be done in students, which refers to the basic competencies that must be achieved

Based on the above definition of the worksheet is a student worksheet in which the content contains topics and problems that facilitate students in learning. Worksheet is a media for help student easy to understood that the material.

1. The elements of the preparation of the worksheet that should be noticed according to Depdiknas (2000) component of the student worksheet consist of. the title (2) the study guide (3) the competence to be achieved (4) the subject matter (5) supporting information (6) tasks and work steps and (7) assessment of the preparation of the worksheet that has fulfilled the component. Conducting curriculum analysis (2) arranging the need for the worksheet (3) establishing the title and (the process of preparing the worksheet) and the teacher's design

¹²*Teori, Penelitian dan Pengembangan Volume 1* nomor 7 Bulan juli tahun 2016 halaman 1224-1228

¹³http://id.Wikipedia.org/wiki/Wikipedia:Hak_cipta, diakses tgl 8 mei 2017 pk1 22.00 wita. Salinan Bambang Sutedjo, *Pengembangan Bahan Salinan bambang sutedjo pengembangan bahan ajar*

requirement is (1) the color of the cover is the color of variation and color. (2) The size of the worksheet as the worksheet in general. (3) the front-facing image is the cartoon of Islam (4) the front cover section presented pictures, title, identity of the student's and subjects (5) the key is presented as a successful student (6) Bottom center position.

2. *Principles in Developing Worksheet*

In Sutedjo's book (2006: 4), there are three principles that should be understood by the people in developing the worksheet. Those are as follows:

1. Relevancy (correlation), the lesson and the competency standard should have correlation.
2. Consistency (consistent) when the curriculum offer one material to learn, the thing that should be done by the people, it is focusing on that.
3. Sufficiency (the students materials should be qualifying to learn that help the student to understand about the knowledge)

Chotimah in Rohman stated, (2013: 80), there are three principles in developing worksheet. They are as follows:

1. Relevancy principle (material and curriculum must be correlated)
2. Consistency principle (focuses on main materials)
3. Sufficiency principle (material should be suffice to teach)

According to Brian Tomlinson in his book second edition “Materials Development in Language Teaching” there four principles of developing worksheet. Those are as follows:

1. Worksheet should achieve impact
2. Worksheet should help learners to feel at ease
3. Worksheet should help learners to develop confidence

Conducting to Principles in developing worksheet the researcher take a reference from Brian Tomlinson in his book second edition “Materials Development in Language Teaching.

4. *Kinds of Worksheet*

Eka Yuli Sari Asmawati, (2015:4-5), in her journal stated there are four kinds of worksheet. Those are as follows:

- a. Visual Worksheet (Printed file: hand out, book, module, paper sheet, leaflet, brochure, wall chart, picture and painting).
- b. Audio worksheet (non-printed file: cassette, audio disk and so on)
- c. Audio visual worksheet (Video, movie/film, compact disk and so on)
- d. Multimedia worksheet (interactive teaching material: computer assisted instruction, compact disk, web materials and so on).

It also stated by Munadhi in Azizah (2016:18), he stated that kinds of worksheet based on the sense of human decided into five parts. Those are as follow:

a. Audio Worksheet

Audio worksheet is a worksheet that consists of hearing sense of human that can be accepted from human or electronic media such as: music, audio tape, disk recording and compact disk. This worksheet (audio) should be structural that has opening, purpose, guidance, text material and exercises.

b. Visual Worksheet

Audio worksheet is a worksheet that consists of seeing sense of human (printed file) that consists of:

1. Visual media verbal (writing)
2. Visual media non-verbal (painting, photo, map/ blueprint)
3. Visual media non-verbal 3D (miniature, mock up, specimen/ diorama)

c. Audio Visual Worksheet

This worksheet is consists of those two kinds of worksheets above (audio and visual worksheet) and the media can be a TV or audio book.

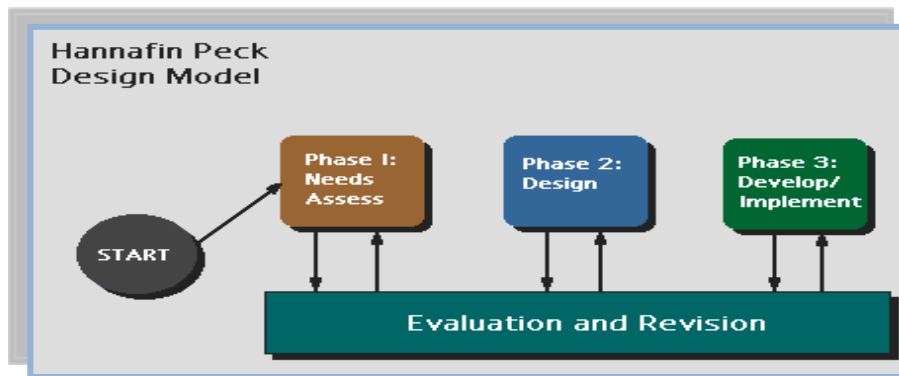
d. Multimedia

Multimedia is a worksheet that consists of some senses of human in learning process and give an experiences through computer or internet, and also can be an action in learning process

E. Models in Developing

1. Hannafin and Peck

The Hannafin Peck (1987) design model is three phase process. In the first phase a need assessment is performed. This phase is followed by a design phase. In the third phase, instruction is developed and implemented. In this model, all phases involve a process of evaluation and revision.



2. Borg and Gall

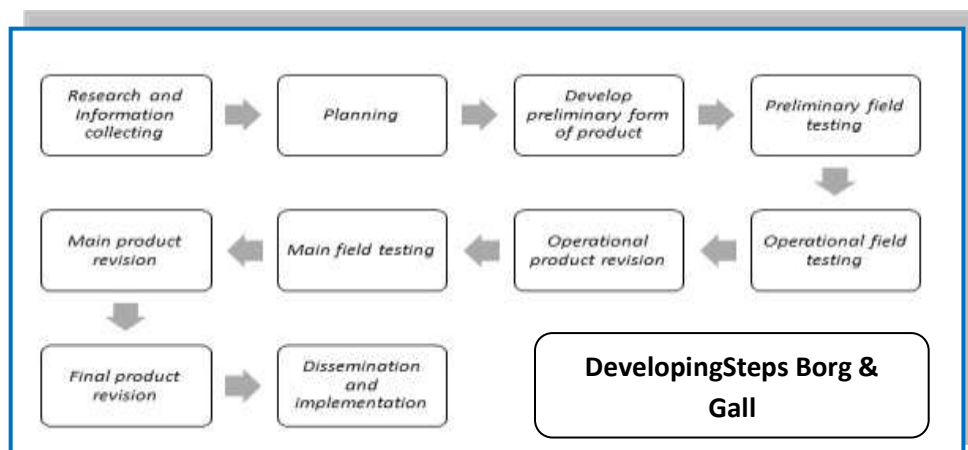
Borg and gall (1983:772) saw educational R & D as. A process used to develop and validate educational Products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be develop, developing the product based on these findings, field testing it in setting where it will be used eventually,¹⁶

and revising to correct the efficiencies found in the field-testing stage. In more rigorous programs of R & D, this cycle is repeated until the field-test data indicated that the product meets its behaviorally defined objectives.

¹⁶[www.handihandhomeSchool](http://www.handihandhomeSchool.com). com

Borg and Gall (1983:772) the style of developing worksheet is consist of ten steps: 1) Research and Information Collecting (review of literature, class room observation and preparation of report of state the art) 2)Planning (defining skill, stating objectives, determining course sequence and small scale feasibility testing 3)Develop Preliminary form of product (preparation of instructional materials, hand books and evaluation devices), 4)Preliminary Field Testing (conducted in from 1 to 3 schools, using 6 to 12 subjects, interview, observational and questionnaire data collected and analyzed), 5) Main Product Revision (revision of product as suggested by the preliminary field test result, 6) Main Field Testing, 7)Operational Product Revision, 8) Operational Field Testing, 9).Final Product Revision, 10) Dissemination and Implementation. Gall and Borg (2003:569)definition of education R N D as.

Educational Research and Development (Educational R & D) is an industry-based development model in which the findings of the research are used to new design products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard.



3. ADDIE



This model of developing product (ADDIE: 1990 by Raiser & Mollenda), is stand for five words. They are: **A**nalysis (needs, requirement, tasks and participants' current capabilities) **D**esign (learning objectives delivery format, activities, and exercises), **D**evelopment (create a prototype, develop course materials, review, pilot session), **I**mplementation (training implementation, tools in place and observation), and **E**valuation (awareness, knowledge, behavior and result).

a. The steps in developing worksheet

The steps in developing the worksheet are consisting of four steps. Sutedjo (2006:7), those are as follows:

1. Identifies the aspects in standard and basic competence

Identifies the standard and basic competence is needing to do for deciding what suitable material that appropriate for teaching the students each meetings. This is the way in giving the students a variety models in

learning. In doing this way, three aspects that should be seen, those are as follows:

- a. Cognitive (Knowledge, understanding, applying, analyzing and assessing).
- b. Psychometric (beginner action plan and action daily meetings)
- c. Affective (respond, appreciation, assessment and internalization)

2. Identify the Kinds of Studying

It seems like the other aspect in psychometric and affective. Here, in cognitive aspect that should be taken a look are: the fact, concept, principle and procedure.

3. Choose a Suitable Material Based on the Curriculum

Choosing the suitable material in teaching should be based on four aspects that mention in the second point above (fact, concept, principle and procedure). In a meeting, the teacher may choose one of the aspects to teach.

4. Take References and Arrange it.

a. The Resource of Material

1. Text book
2. Resource book
3. Journal
4. Material from the expert
5. Professional teacher
6. Newspaper or magazine that publish continuously

7. Internet
8. Audio visual media (TV, VCD or Video)
9. Environment

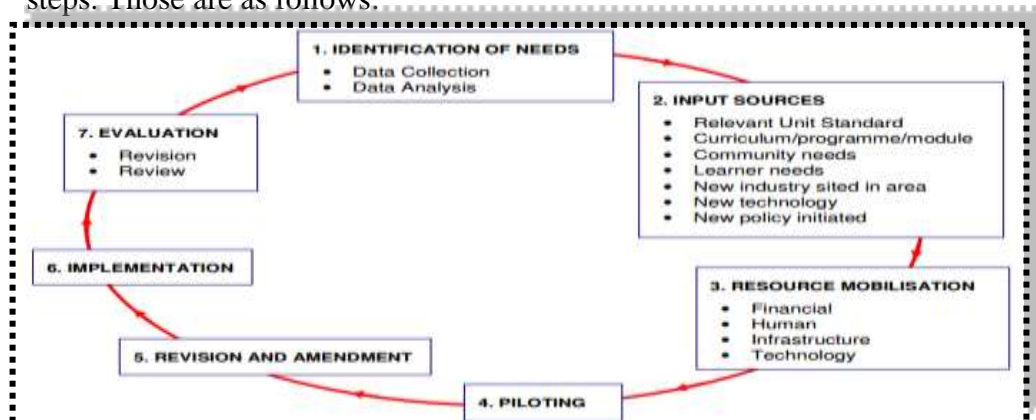
b. Choosing material should be based on:

1. Students activity
2. Students ability
3. Students learning purpose
4. Government program
5. Structural a lesson
6. Local resource
7. Students difficult

c. The kinds of developing

1. Structural
2. Adaptation
3. Adoption
4. Revision
5. Translation

According to Peter R Fleming in his book “Guidelines for Developing Learning Materials, 2005:19-22), material development process is consist of seven steps. Those are as follows:



1. Identification of Needs

This is the planning stage where the developers can priorities and strategies on issues to consider. The developer is therefore required to:

- a. establish the need for the learning material;
- b. evaluate the existing materials;
 - i) Compare the existing materials with identified outcomes of learning reflected in the curriculum/program/module;
 - ii) Identify gaps between the two;
- c. understand quality principles for developing learning materials;
- d. ensure that a system for managing material development quality is in place;
- e. outline activities or project plan for developing learning materials (Gunnt Chart);
- f. identify constraints; and
- g. Consider the needs of the target group.

2. Input Sources

Inputs are those aspects that the developer needs to bring together when developing learning materials. The developer needs to:

- a. Identify the learning events or outcomes of learning stated in the curriculum/program/module;
- b. Consider the background and needs of the potential learner;
- c. Consider different types of learning modes;

- d. Link materials being developed to the learning process;
- e. Identify the learning setting;
- f. Identify the learning media;
- g. State the learning notional time in hours;
- h. State needed evidence that would show achievement.

3. *Resource Mobilization*

The overall objective of resource mobilization is to make material reach people it is intended for. Considerations should be made to:

- a. Determine resources needed for the efficient implementation of the curriculum/program/module (financial, human, infrastructure, technological);*
- b. Develop the learning material;*
 - 1. Synthesize quality requirements;
 - 2. Match learning with resources;
 - 3. Emphasize on learner centered approaches;
 - 4. Infuse Generic Skills;
 - 5. Determine the layout of the material;
 - 6. Sequence learning activities;
 - 7. Infuse self-assessment questions/tasks;
- c. Determine the production cost and implications thereof;
- d. Determine availability of storage facilities; and

- e. Determine the printing method;

4. *Piloting*

Piloting is done to determine the strengths and weaknesses of the developed material in order to take necessary remedial actions prior to its full implementation. The developer is expected to:

- a. Develop monitoring instruments for piloting;
- b. Identify institutions and/or learners for piloting;
- c. Use a variety of learning methods;
- d. Encourage and receive feedback from the learners and trainers on structure and content, approaches, duration and assessment strategies;
- e. Provide frequent feedback to the learners and trainers; and
- f. Use feedback for ongoing adjustments in the learning process.

5. *Revision and Amendment (After Piloting)*

Once the material has been piloted, the developer needs to:

- a. Amend it, as necessary, in accordance with feedback from those involved in the trial run to meet the needs of learners, trainers and industry, based on data gathered during the pilot process; and
- b. Prepare the ground, or market it, for full implementation.

6. *Implementation*

At this stage it is considered that the material can be used to deliver the program. However, care must be taken to ensure that the material would continue to:

- a. Support acquisition of relevant and appropriate knowledge, skills and attributes;
- b. Show linkage of learning activities and the world of work;
- c. Address issues of content and application;
- d. Provide formative and summative evaluation, as well as feedback; and
- e. Determine assessment resources;

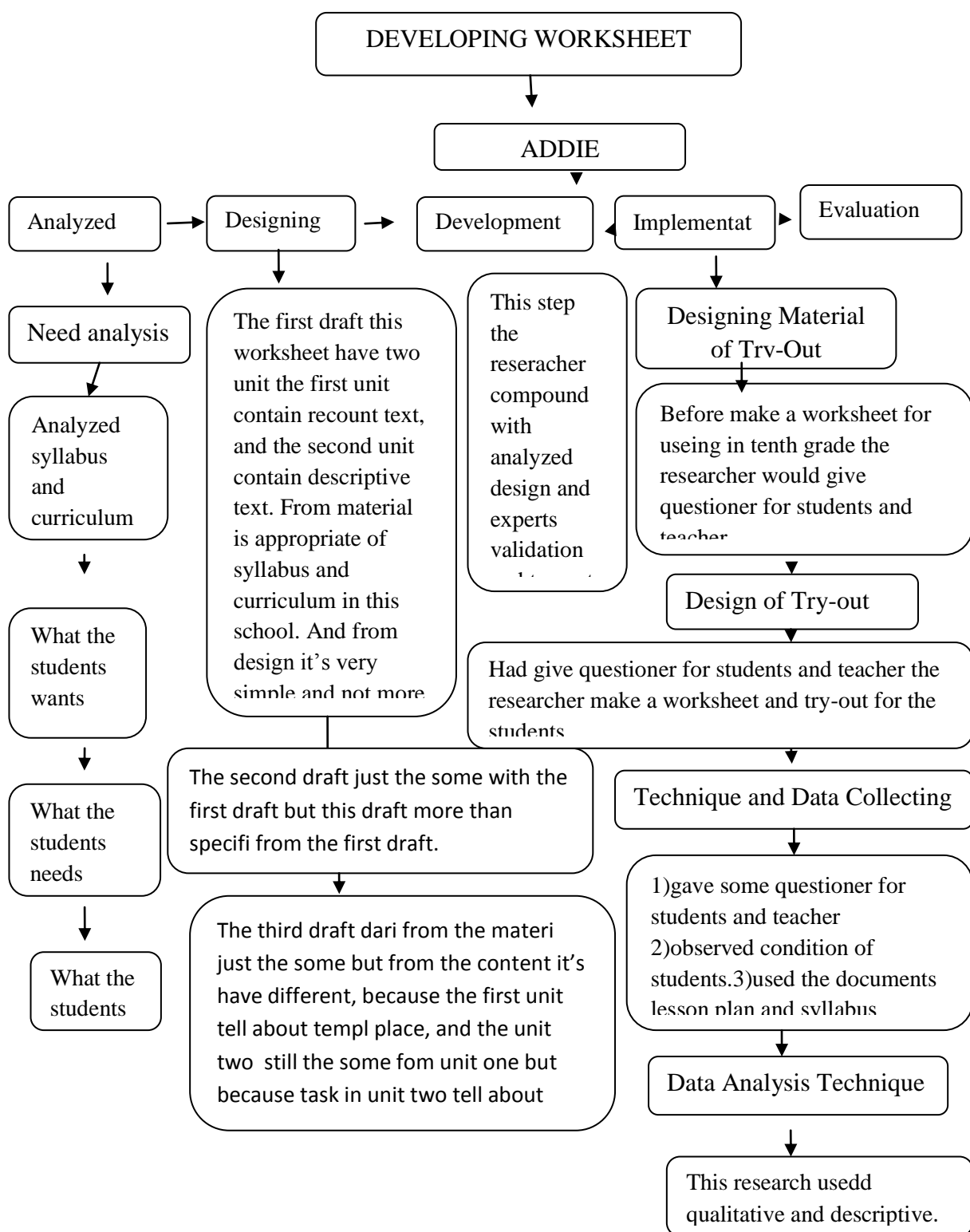
7. *Evaluation*

Revision and review of the material should be done regularly, and must, as much as possible be linked to that of the relevant curriculum/program/module. In order to determine the value factor of the material, evaluation instruments must be developed and implemented to:

- a. Determine the correlation between the identified needs and the impact of the material on
- b. Learner's performance
- c. Establish support of learning material by learners, trainers and industry; and
- d. Establish content and structural correctness.

F. Conceptual Framework

Based on the explanation of several design models previously, the researcher determines the model which strongly supports the material development in this study was EDDIE model it would be described in the following.



The conceptual framework describes what the research is going to do in this study systematically. In this regard, the researcher developed instructional materials which refer to an English materials book. Hence, the researcher utilizes

ADDIE to conduct this study that is begun from *Analyzed* the Need Analyzed of the learners. The second phase in *designing* a product that is produced and *Evaluation* based on the learner need analyses in defining phase previously. The third phase is *Trial* the product with good validities from four expert (including Reading) the practic (teachers) and the user (worksheet). Then, the researcher revises the product based on their appraisal. The final phase is *Defining* the product which could be published through seminar, social media and worksheet.

CHAPTER III

RESEARCH METHOD

A. Method Development

This research is categorized as Research and Development (RND) method is research method used to produce a specific product used in this research it needed to analyzed and to test the effectiveness of the product. The development model used is a procedural model adapted from Addie.

B. Procedures of Development

1. Analysis

The research would analyzed the syllabus used to gain information about objective of the course and the materials needed by students. After analyzed the objective and material, research would consult them to the two experts and the lectures to decide whether the objective should be revised or not. The researcher also got the information about students' competence in reading ability from the observation.



Figure 2.6

2. Design

The research would designed the objective of the course and selected the delivery materials. After that, research sequences the materials from the easiest to

most difficult. Also, the researcher designed the selected materials in the form of worksheet and audio learning materials that appropriate and qualify learning materials. it is for increasing students skill in reading.

3. Development

In this step the researcher would develop of the material design themedia.the designed what the component of the worksheet, what kinds in worksheet, how to design material from the syllabus and curriculum.

4. Implementation

Before the researcher ask to the teacher to use research researchers in the researcher product in class validating by using small Forum Group Discussion (FGD) is the earlier action that research did. In the other words, the worksheet would develop by applying this product to the students. The product to the tenth grade at SMA Negeri 4 Palopo.

5. Evaluation

The researcher evaluates the worksheet that has been developed, and the evaluation is done to the 10th grade students to find out how the students respond to the worksheet presented by the researcher.

C. Design of the Material Try-out

1. Design of Try-out

Before made a worksheet for using in reading at the tenth grade, the researcher Will interview and give questionnaire to the students who become sample from each classes. So, researcher is able to know their need in increasing their reading skill. After knowing students' need, researcher would design

worksheet that suitable and appropriate for applying in their class. Then, the worksheet that already made by researcher, will be given to the teacher to use in the class for teaching the object of this study. This aims to get information (feedback) from the student about the worksheet. After the end of the class, the researcher will give the second questionnaire to the students and also teacher for qualifying the worksheet that they used and also enactive the worksheet. Is that suitable or not. The researcher was conducted on September 4 2018 and researcher was conducted on odd semester tenth students’.

2. Subject of Try-out

The population in this sresearcher was all students at tenth grade, SMA Negeri 4 of Palopo. And the sample of this researcher was one class (1 class). This research will be conducted at Agustus 2018 until the end of tenth grade SMA Negeri 4 Palopo.

D. Research Location

This research was be conducted at the SMA Negeri 4 of Palopo, South Sulawesi especially for students of tenth grade .The population in this research was all students IPS at tenth grade, The sample of this research was 14 students’ each class. the research was held in September 4th 2018.

E. Procedure of collecting Data

1. Technique and data collection

The data in this research was taken two times. The first was when the researcher took for the need analysis. They aimed as a base to develop the

materials. The second was taken during the implementation of the materials. They aimed to revise the developed materials.

2. Technique and data collection that use in this research are:

- a) The researcher gave some questionnaires to the students, and collecting information about lacks, wants, and necessities from those questionnaires.
- b) The researcher observed the condition of students, the class, materials, and the level of the students.
- c) The researcher used documents and data records to the students and lesson plan, and syllabi.

F.Data Analysis

Data technique analysis of this research used qualitative and descriptive because the data collected is qualitative data. The researcher get the data from the questionnaires the given to the students, and also from the interview to some students and teacher. And it is for the qualitative data. The researcher would be try to describe and gave explanation the data taken from the questionnaires and worksheet validity.

1) Data analysis in questionnaire

Data analyzed in this research from the questionnaire is representative from the students answer from each classes that can be formulated :

$$X = \frac{\sum x}{N} \times 100\%$$

X= value

$\sum x$ = total answer

N= total students

The opinion with the higher percentage the most accepted choice by the students. The analysis result is shown by the following table :

Table: 3.1

No	Question	Respond	Frequency (N)	Percentage (%)

2) The validation of the product

Result of the expert validation for the product will be analyzed by central tendency. It can be analyzed by using formula as follow :

$$M = \frac{\sum x}{N}$$

M= Mean

$\sum x$ = total score

N= total items

Scales	Interval	Descriptive Categories
1.	$1.0 < X \leq 1.7$	Very Poor
2.	$1.8 < X \leq 2.5$	Poor
3.	$2.6 < X \leq 3.3$	Fair
4.	$3.4 < X \leq 4.1$	Good
5.	$4.2 < X \leq 5.0$	Very Good

Table: 3.2

The Example of Table Expert Validation

No.	Indicators	Score				
		1	2	3	4	5

Table 3.3

CHAPTER IV

RESEARCH FINDINGS & DISCUSSIONS

This chapter presents the research findings and discussions. In regard to the research questions, there are two findings. The first is how the English learning materials for SMA Negeri 4 Palopo based on the concept of developing Worksheet is designed. The second is the characteristics of the English learning materials for SMA Negeri 4 Palopo based on the concept of *Reading Worksheet*. The research findings present the need analysis, the course grid and curriculum analysis, the material development, the presentation of the first draft and of the final draft, and the evaluation.

A. *Findings*

The Need Survey was conducted on 4th September 2018 in SMA Negeri 4 Palopo. There were two ways in conducting the Need Survey namely observation and interview with the teacher and students. The result of observation was presented as a field note and the result of interview was presented as an interview transcript. The result of the Need Survey then became the basic info to develop the materials.

1. *Result Of Question Need Analyzed*

Based on the questionnaire given to the teacher, the researcher get information about the problem in the student class x what is still need and the lack of students

lies in the lack of vocabulary mastery, and from the data that researcher can see that students' prefer in Worksheet Reading.

In this need analysis, the population consist of 150 students and the sample consists of 14 students of tenth grade.

No	Questions	A	B	C	D	E
1	1	10		1	2	1
2	2	4	3	6	2	
3	3	7	2	1	4	
4	4	6	3	4	1	
5	5	7	3	4		
6	6	7	3	3	1	
7	7	7	4	2	1	
8	8	4	6		4	
9	9	3		3	7	1
10	10	4	6	4		
11	11	3	10		1	
12	12	2	2	3	5	2
Rata-rata		64	42	31	28	4

Tabel 4.1 Analyze the result of questionnaire

Based on the table above, the researcher found that in question number 1), there were ten students choose "A", 1 students choose "C", and two students choose "D". The question number 2), 4 students choose "A", 2 students choose "B", 6 students choose "C", 2 students choose "D". In question number 3), 7 students choose "A", 2 students choose "B", 1 students choose "C", 4 students choose D. the question number 4), 6 students choose "A", 3 students choose "B", 4 students choose "C", and 1 students choose "D". In question number 5), there were 7 students choose "A", 3 students choose "B", and 4 students choose

“C”. In question number 6), there were 7 students choose “A”, 3 student choose B, 3 students choose “C”, and 1 students choose “D”. In question number 7), there were 7 students choose “A”, 4 students choose “B”, 2 students choose “C”, 1 students choose “D”. In question number 8), there were 4 student choose “A”, 6 student choose “B”, and 4 students choose “D”. In question number 9), there were 3 students choose A, 3 students choose “C”, 7 students choice “D”. And 1 students choose E. In question number 10) there were 4 students choose A, 6 students choose B, 4 students choose “C”. In question number 11) there were 3 students choose “A”, 10 students choose B, and 1 students choose “D”. In question number 12) there were 2 students choose “A”, 2 students choose “B”, 3 student choice “C”, 5 students choose “D”, and 2 students choose “E”.

2. *Result of the Question*

1. What is your current level of Reading mastery?

- a. Basic (Lower): knowing a little vocabulary and limited grammar mastery.
- b. Intermediate (Upper): although they still have difficulties in vocabulary and grammar, they are able to engage in Writing
- c. Advance: able to read smoothly on most topics, and has only a few obstacles.
- d. Intermedel (Lower): knowing a little vocabulary and limited grammar mastery.
- e. Intermediate (Upper): although still has difficulties in vocabulary and grammar, but is able to engage in Writing
- f. Advance: able to read smoothly on most topics, and has only a few obstacles.
- g. Others (specify if any)

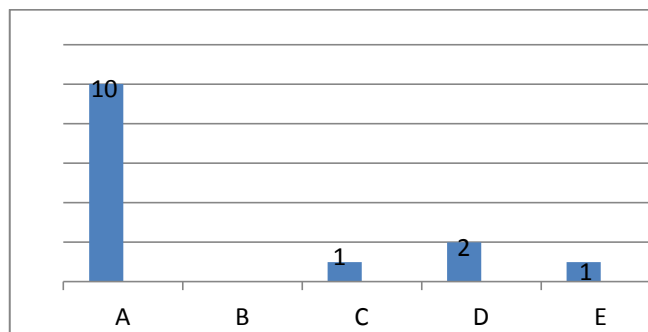


Diagram 4.1

The percentage of the question shows that grade tenth level in Ips 2 are still in the Basic (Lower) level. It shows the percentage of students are choose option A = 10 students. It mean that 85% students are in the Basic (Lower) level.

2. What kind of learning method do you like in developing Reading?

- a. Assignment
- b. Lecture
- c. Question and answer
- d. Debate
- e. Others (specify if any)

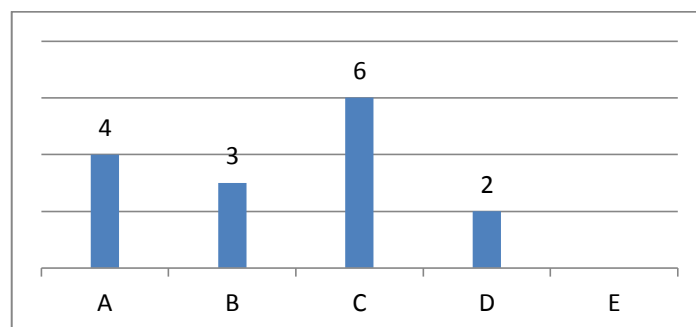


Diagram 4.2

The percentage in this question, most of the students choose the option E which learning methode. It shows 14 students or 45% choose learning method methode.

3. What difficulties do you encounter when reading in English?

- a. It's hard to get the main idea in the text

- b. Difficult to express the main ideas
- c. Difficult to use the right choice of words
- d. Difficult to compile sentences, clauses and paragraphs well
- e. Difficult to use punctuation.
- f. Others (specify if any)

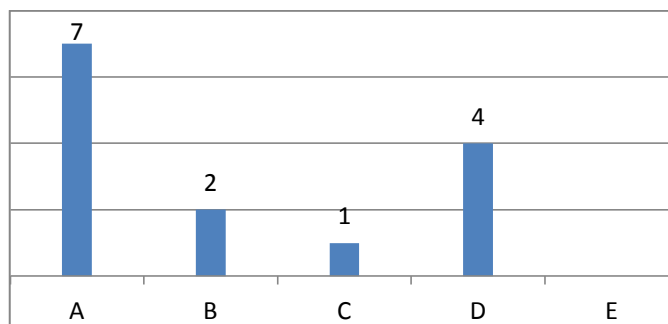


Diagram 4.3

The percentage in this question, most of the students are difficult to understand the reading because lacks of compared main idea. It shows 7 of students or 57% students choose option D.

4. What kind of evaluation do you like?

- a. Essay
- b. Multiple Choice
- c. Picture
- d. Others (specify if any)

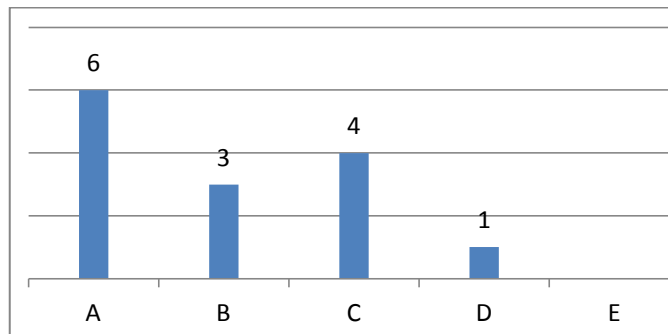


Diagram 4.4

The percentage in this question, most of the students' wants to learn reading comprehension with many future of question. It shows the percentage of students who choose option A is 6 students. And students also choose option B, C, D and which are 8 students 54%.

5. What activities do you want to improve Reading skills?

- a. Translating difficult words
- b. Perform a paraphrase after reading the text
- c. Read the text and conclude the main idea.

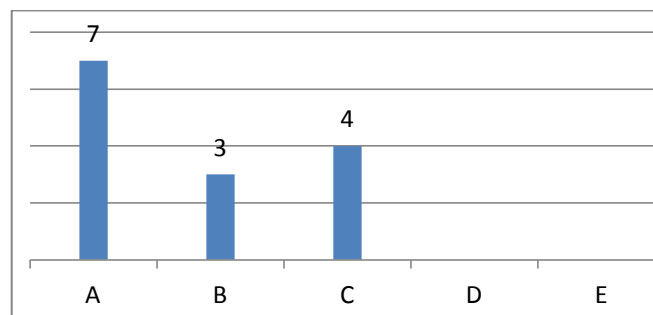


Diagram 4.5

The percentage in this question, the activity that help students to comprehension the reading one of them is translate the difficult words, or unfamiliar words.. It shows 7 of students or 54% students choose option A.

6. What kind of text do you like?

- a. More than 100 texts
- b. Text that is more than 200
- c. Text that is more than 200-250
- d. Others (specify if any)

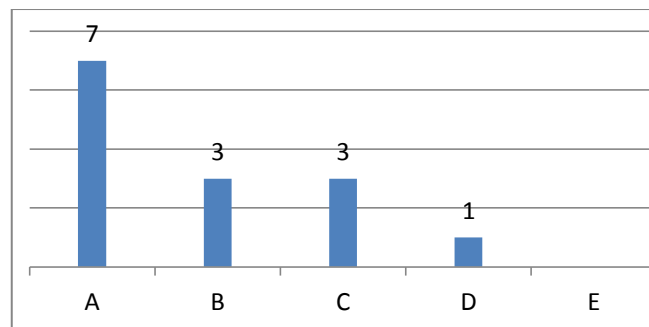


Diagram 4.6

The percentage in this question, most of the students prefer to choose 100 words of text with diagram and picture to help them comprehend the reading. It shows 7 of students or 45% students choose option C.

7. What type of Reading do you like?

- a. Folklore
- b. Dialog

c. Catalog

d. Others (specify if any)

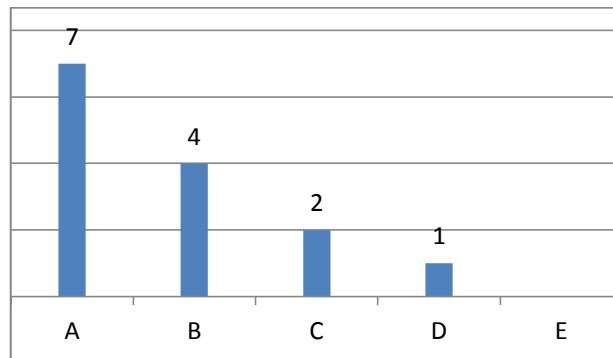


Diagram 4.7

The percentage in this question, most of students like story tale . They are easier to understand the story tale than the other kind of text. It shows 7 of students or 45% students choose option A.

8. Do you think the length of the Dialog text is appropriate to support your Reading?

- a. More than 100 texts
- b. Text that is more than 100-150
- c. Text that is more than 300
- d. Others (specify if there is)

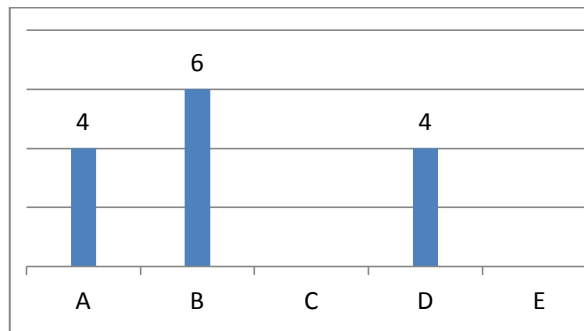


Diagram 4.8

The percentage in this question, most of the students prefer to choose 100-1500 words of text with diagram and picture to help them comprehend the reading. It shows 6 of students or 35% students choose option B.

9. What is your purpose in running Reading in English?

- a. To make it easier for me to get job openings.
- b. To complete the study
- c. to be easy to communicate
- d. To improve the English skills.
- e. Others (specify if any)

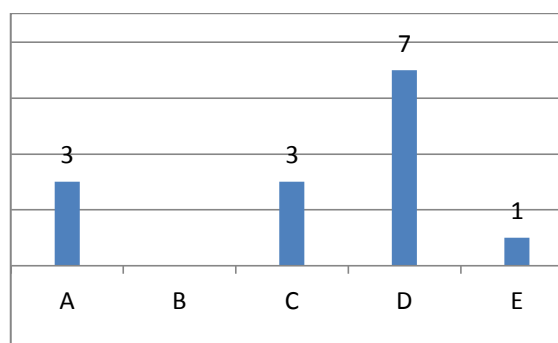


Diagram 4.9

The percentage in this question, most of the students' goals in learning reading comprehension are able to read and comprehend the reading in English. It shows 7 of students or 45% choose option D.

10. What difficulties do you get when studying Reading?

- a. Difficult to translate
- b. Difficult to identify words
- c. It's hard to get main ideas

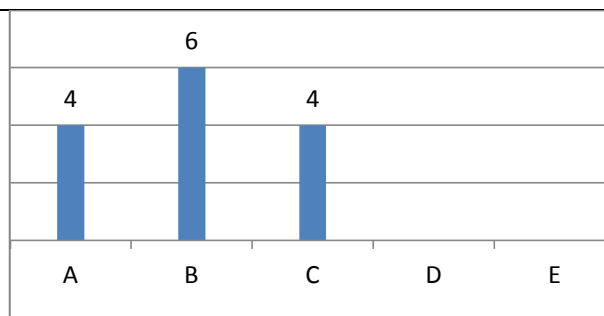


Diagram 4.10

The percentage in this question, most of the students are difficult to understand the reading because lacks of vocabulary. It shows 6 of students or 45% students choose option B.

11. In Reading, would you rather work with?

- a. Individual
- b. Pair
- c. Field
- d. Others (specify if any)

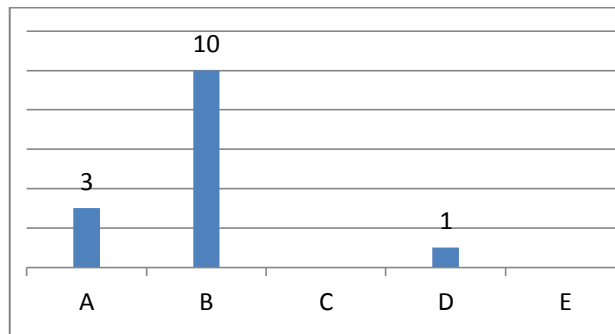


Diagram 4.12

The percentage in this question, kinds of worksheet that students like is the sheet t that have variative reading, combine with the variative questions, they also can work in group, and be able can help them to increase their ability in reading coprehension material. It shows 10 of students or 75% students choose option B.

12. What teaching media can support your teacher process?

- a. Audio
- b. Visual
- c. Reality
- d. Picture book
- e. Radio
- f. Others (specify if any)

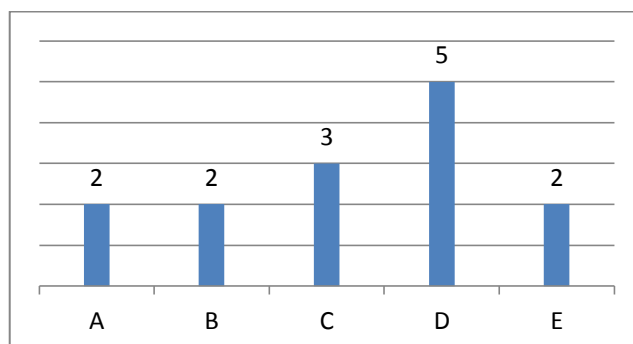


Diagram 4.13

The percentage in this question, the students like more picture book .It shows 5 of students or 33% students choose option D.

3. The Course Grid

According to the syllabus and curriculum in the school, and this school use the K 13 curriculum, from this syllabus and curriculum researcher made the material that was actually used by each school and the creation of this worksheet itself was inseparable from the data and information that had been obtain from class x in the odd semester, and the worksheet made consisted of two unit, the first unit contains recount text and the second unit contains material about descriptive text.

4. Result of Expert Validation

In this Expert Validation, the researcher validated the material by giving questionnaire to content and lay-out experts that contains of questions about the product. There are 20 questions in the questions asking about all aspect of the product. Those aspects are content, and lay-out which were assessed by two experts. Below are the results from those three experts.

a. Content Validation Lecture I

Question Number	Score	Question Number	Score
1	2	11	2
2	2	12	3
3	3	13	2
4	3	14	2
5	3	15	3
6	3	16	2
7	2	17	2
8	3		
9	1		
10	2		
Total Score 40			

Table 4.2

$$\text{Mean} = \frac{40}{17}$$

$$= 2$$

Based on the table above the content validation lecture I the researcher find the question number 1), the expert gave 2 score, the question number 2), the expert gave 2 score, the question number 3), the expert gave 3 score, the question number 4), the expert gave 3 score, the question number 5), the expert gave 3 score, the question number 6) the expert gave 3 score, the question number 7) the expert gave 2 score, the question number 8) the expert gave 3 score, the question number 9) the expert gave 1 score, the question number 10) the expert gave 2 score, the question number 11) the expert gave 2 score, the question number 12) the expert gave 3 score, the question number 13) the expert gave 2 score, the question number 14) the expert gave 2 score, the question number 15) gave 3 score, the question number 16) the expert gave 2 score, and the question number 17) the expert gave 2 score.

b. Content Validation Lecture II

Question Number	Score	Question Number	Score
1	4	11	4
2	4	12	4
3	4	13	4
4	4	14	4
5	4	15	4
6	4	16	4
7	4	17	4
8	4		
9	4		
10	4		
Total Score 68			

Table 4.3

$$\text{Mean} = \frac{68}{17}$$

$$= 4$$

Based on the table above the content validation lecture II the researcher found the in question number 1), the expert gave 4 score, in question number 2), the expert gave 4 score, the question number 3), the expert gave 4 score, in question number 4), the expert gave 4 score, in question number 5), the expert gave 4 score, in question number 6), the expert gave 4 score, in question number 7), the expert gave 4 score, in question number 8), the expert gave 4 score, in question number 9), the expert gave 4 score, in question number 10), the expert gave 4 score, the question number 11), the expert gave 4 score, in question number 12), the expert gave 4 score, in question number 13), the expert gave 4 score, the question number 14), the expert gave 4 score, the question number 15), the expert gave 4 score, in question number 16), the expert gave 4 score, and in question number 17), the expert gave 4 score.

From those two tables of experts validity lecture I, the data show that the reading worksheet designed by the researcher is already qualified to apply in the class.

5.Result Question for Students'

Conducted to done interview to some student's, the researcher found that:

1. Some students like to work in pairs to finish the assignment, and some of them like to work individually to finish the assignment.
2. Most of students are difficult to understand the reading because they are lacks of vocabulary, and they are difficult to find the main of topic of the text.
3. And this school not have worksheet to students
4. Some students this like to read because they are think reading makes the bored. Students need the fun activity in this materials . But, some of them also think that reading comprehension materials can help them to increase their ability especially in reading English.

6. Result of try-out worksheet

After researcher try-out the worksheet in some students, the researcher found that, almost student's says in terms of material it's very good and perfect and some students says in terms of design had interest the students to teach and read but one students would the researcher add the games in to worksheet. And conduct try-out the worksheet the students enthusiastic in done the worksheet and students very enjoy and according the students the worksheet it's very easy. And

from this result we could see that the worksheet already in accordance with what is needed, desirable and lack of students'.

B. Discussion

This research has covered all material and the indicator of material. This research can develop many features of text, questions and exercises. The researcher needs to focus on each material. Arrangement of the material needs some revision to make students more easy to understand the reading comprehension. The researcher uses the long exercises that will be difficult for students to understand. The researcher needs to give the vocabulary list in the reading text. It would make students easy to understand the material. Add the vocabulary list also would increase the students' knowledge about the new vocabulary that they never read before. The materials consist of two units. The topics are recount text; write text declarative, interrogative and text descriptive. The researcher gets information about the problem in the student class and what is still needed and the lack of students lies in the lack of vocabulary mastery, and from the data that the researcher can see that students prefer in Worksheet Reading. And this researcher had five steps: *Analysis* The research analyzed the syllabus used to gain information about objective of the course and the materials needed by students. After analyzing the objective and material, research consult them to the two experts and the lectures to decide whether the objective should be revised or not. The researcher also got the information about students' competence in reading ability from the observation. *Design* The research designed the objective of the course and selected the delivery materials. After that, research sequences the materials from the

easiest to most difficult. Also, the researcher designed the selected materials in the form of worksheet and audio learning materials that appropriate and qualify learning materials. it is for increasing students skill in reading.*Development*In this step the researcher develop of the material design themedia.the designed what the component of the worksheet, what kinds in worksheet, how to design material from the syllabus and curriculum.*Implementation*Before the researcherask to the teacher to use research researchers in the researcher product in class validating by using small Forum Group Discussion (FGD) is the earlier action that research did. In the other words, the worksheet would develop by applying this product to the students. The product to the tenth grade at SMA Negeri 4 Palopo.*Evaluation*The researcher evaluate the worksheet that has been developed, and the evaluation is done to the 10grade students to find out how the students respond to the worksheet presented by the researcher.

The researchers develop and make a product in according with need and shortcomings of students', and the development of this product is also carried out on based on syllabus and curricula that apply in the school itself. Before the researcher ask to the teacher to use research researchers in the researcher product in class validating by using small Forum Group D iscussion (FGD) is the earlier action that research did. In the other words, the worksheet would develop by applying this product to the students. The product to the tenth grade at SMA Negeri 4 Palopo.

After all the step of analyzed, designed, development, implementation, evaluate had been done, the research concluded that students use in SMAN 4 Palopo. And the researcher try-out the worksheet to the students.

This research with the research by is this research made a worksheet as a media and research by the SitiMunirah made a Article as media. This research use 14 students, and the research by the Nurul Halima used 20 students. And the similarity of this research from previous research is that both want to make a media to facilitate students in learning and to improve students' reading skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

A worksheet that is suitable for palopo 10th grade students is a worksheet that matches the worksheet class that matches the needs, disadvantages, of the students', and in accordance with the syllabus and curriculum that applies and is used in the school. The primary purpose of the research is to develop reading worksheet material for tenth grade students in odd semester. This worksheet developed to help students and teachers in teaching and learning process. This worksheet will help students to understand and improve the reading ability because the worksheet included many kinds of readings, questions, activities and games.

Based on the students need analysis the researcher concluded that most of students ability in reading still on the Basic (Lower) level. Besides that, most of student necessity in learning reading is they need to improve their ability in vocabulary section and comprehend, in the other point of view, students lacks are in mastering vocabulary, the researcher want to improve the reading by the read many kind of text such as recount text, and descriptive text..

In other side, the researcher also concluded that the worksheet that the researcher developed already qualified to apply in the class. It is proven by the expert validation which shows the interval of score is " Appropriate".

B. Suggestion

Based on the result of the research, the researcher hope this research could help teacher and students in reading material. This worksheet can help teacher to teach in the class in a good variety way. In addition, for all the lectures can develop such worksheet not only reading worksheet but also many kinds of worksheet material.

For the next researcher, the researcher hopes that they can create and develop worksheet in better ways, not only from the content or material, but also from the activities side. Furthermore, the researcher hope that this research can increase knowledge of all the readers about worksheet especially in reading and also this research can become new references for the next research.

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APPENDIX C

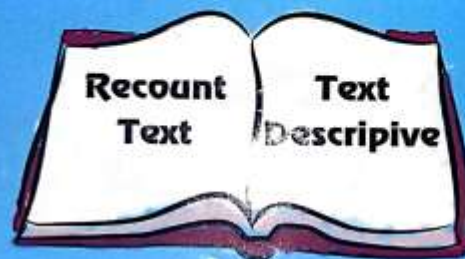
APPENDIX 1

THE GAZETTE
OF
INDIA
PART II
SECTION 3

THE FIRST MATERIAL DRAFT WORKSHEET

WORKSHEET READING

FOR TENTH GRADE SENIOR HIGH SCHOOL



**ENGLISH STUDY PROGRAM
OF TARBIYAH & TEACHER TRAINING
FACULTY OF THE INSTITUTE ISLAMIC STUDIES
(IAIN PALOPO)**

2018

Quotations

The one way to really learn something
Is to try to teach it to the others.

Sandra J. Savignon, 1993 in communicative Competence

If one does not work hard, he cannot expect to succeed

Writer

"Genius is 98 percent perspiration"

So have I loitered my life away, reading books, looking at pictures, going to plays, hearing, thinking, writing on what pleased me best. I have wanted only one thing to make me happy, but wanting that have wanted everything.

William Hazlitt (1778-1830)

MAP OF BOOK

Title	Topic	Activity type	Reading focus	Time
4.7 recount text	Write text declarative and interrogative	Look at the analysis then do the same thing with the text about event	Capture Mwaning	2x 45 minutes
	Adverbial ,	Gather information to decipher historic events in Indonesia.	Compile text	2x 45 minutes
		Put this work on the classroom wall by asking question by reading.		2x 45 minutes
4.4.teks deskriptif		Respond to descriptive text	Capture meaning.	2x 45 minutes
		Compile descriptive text	Compile text	2x 45 minutes
		Demonstrating descriptive text		

Gambaran buku

Judul	Topic	Activitas	Reading focus	Waktu
4.7 recount text	Write text declarative and interrogative	Mencermati analisis kemudian mengerjakan hal sama dengan text tentang peristiwa.	Menangkap makna	2x 45 minutes
	Adverbial	Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia.	Menyusun teks	2x 45 minutes
		Menempelkan karyanya di dinding kelas dengan bertanya jawab dengan pembaca.		2x45 minutes
4.4.teks deskriptif		Merespon teks deskriptif	Menangkap makna	
		Menyusun teks deskriptif.	Menyusun teks deskriptif.	
		Mendemonstrasikan teks deskriptif.		

A declarative sentence is a statement and always ends with a period.

The nurse told Mr. Abrams to roll up his sleeve so that she could check his blood pressure.

Example

The front page of this booklet provides practice examples to show you what the questions on the real test are like. Your test administrator or teacher will now take you through these.

Practice Example 1

- 1) Figurative language is the imaginative, creative use of words that allows the reader to see something in a new way. Common forms of figurative language are similes, metaphors, personification, and vivid imagery. In the following poem, look carefully for figurative language.

An interrogative sentence asks a question and always ends with a question mark.

Example

Given the recent critiques of her new strategic plan, do you think the CEO will reconsider the company's direction?

Adverbial: first, then, after that, before, when, at last.

Adverbial: phrase, singular, and plural.

Unit 1 Membahas tentang kalimat introgative, declarative dan adverbial

Unit 2 ➡ Membahas tentang descriptive





UNIT I

kalimat introgative & Kalimat Declarative

Sport =

Determined =

Racket =

Appeared=

Egypt = mesir

Many : beberapa/ banyak

Shuttlecock =

Task 1

A. Read the text and answer the question

Badminton

Badminton is one of sport which use racket played individual or in pairs. The sport first appeared in ancient Egypt about 200 years ago. They it began to develop in the UK in 1893. This game requires a racket, Shuttlecock. Nets and field as the instrument the length of the game is not determined by time but it is determined by the player who makes game point first with 21 points. Each game consists of two sets. The player will be considered as winner if successfully obtain both round, but if a draw, there will be held an additional round or tiebreak.

In this game there are several kinds of hitting techniques, such as a service that is a blow when starting the game, lob that is aimed the shuttlecock flies as high as possible to the opponent



Permainan Bulu Tangkis

and smash, which is a very strong blow swooping toward the opponent's area.

Question:

1. In what year did badminton game star in play?
2. Badminton first appeared on?
3. How many sets are needed in the badminton game?
4. How many techniques in badminton game?

Questioning

Work in pair. Discuss the following.

- a. Provide example of the situation where people need to ask for attention.
- b. Can you identify formal informal expression s used in different situations.

Task 1 read the dialogue and answer the questions.

Dialogue

Rafael: "excuse me, sir. May I know what car you drive?"

It's really a wonderful car".

Mr. Steven: Em..it's Audi Quattro.

Rafael: " Ow... Of course! This car can hold out the missile and uncapable to broke by tank. That's traffic".



Mr. Steven: "I'm glad you like it. Thank you"

1. What car does Mr. Steven have?
2. How about Mr. Steven's car superiority?
3. Who have a great motorcycle?
4. Why does the old motorcycle look different?

Task 2 read the dialogue and answer the questions.

Dialogue

Leo: what a great Motorcycle you have, Dani.

Dani: thank you putra. I have just finishes modifying it.

Leo: you mean, this is the old motorcycle that you used to ride to school?

Dani: yes, it is.

Leo: it looks a lot different. What did you do to it?

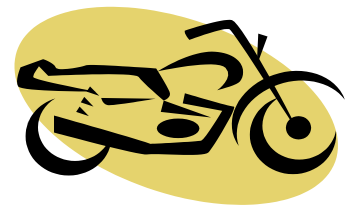
Danni: not much. I had it paint with a brighter color and add some new accessories.

Leo: great job!

Dani: thanks.

Questions:

5. What car does Mr. Steven have?
6. How about Mr. Steven's car superiority?
7. Who have a great motorcycle?
8. Why does the old motorcycle look different?





Write the correct word from the Word Box next to each meaning. If you have trouble choosing an answer, look back to the story to see how the word is used.

Word Box

reunions
initiation
conceited
rapids
agony

dunking
shallow
basked
panicked
squishing

imitating
enthusiastic
compliment
shriveled
embarrassment

1. not very deep _____
2. to think highly of oneself _____
3. felt fear, anxiety _____
4. meetings _____
5. a positive statement _____
6. dried up _____
7. acting, pretending to be like _____
8. an introduction to something new _____
9. fast-moving water _____
10. pushing under _____
11. excited _____
12. warmed oneself _____
13. uneasy feeling _____
14. squirting _____
15. great pain _____

Use each word in a sentence of your own.

conceited _____

enthusiastic _____

initiation _____



B. Reading Aloud and answer the question.

Developed = Banned =

Century = Reopened =

Many = King =

First = Player = Year =

Task 2

Foot ball

There is no doubt that football is a loved and popular sport around the world. At the first, this sport was developed in England in the 16th century BC but football was banned at the time by King Edward III because it caused a lot of violence during the match. However, in 1815 this sport regained its popularity and then a lot of club was sprung up.

Then in 1904 the world football association (FIFA) was formed. After that, legal competitions is FIFA World cup, help every four years in Europe.



It is played by two teams consisting of 11 people and a referee to oversee the game. The rule of the game is quite simple, that is, both teams have to complete to score as many as possible. Although the rule is so simple, there are so many regulations that must be obeyed by the player in this sport, such as foul, off-side, corner kick and others. If a player breaks the rules, he could be given a card by the referee. There are two possibility cards they got, that are yellow cards means they have to be careful, and red card means they should be out of the field.

The game ends in 90 minutes, divide into two rounds and each round are given time for 45 minutes. When the game is going to take place, the two teams will conduct fair play regard by sha kinghand each other and be continued by tossing the coin to decide who will

take the ball or choose the field first, which is represented by each captain.

Nowadays football has become the lifestyle of the world. Even now it is no longer seen only as a sport but now football has shifted into wider areas such as pride, business, and even politics.

Question:

1. When was the first time a ball game was developed?
2. How many players are needed in the foot ball game?
3. Who is the king who has ever banned the game of football?
4. In a century how soccer is being developed?
5. And in what year the ball game is reopened?

Name: _____

Date: _____

Grade 2 Reading Comprehension Worksheet

THE ASS AND THE LOAD OF SALT

Read the story below.

A merchant, driving his Ass to home from the seashore with a heavy load of salt, came to a river crossed by a shallow ford. They had crossed this river many times before, but this time the Ass slipped and fell when halfway over. When the Merchant got him to his feet, much of the salt had melted away. Delighted to find how much lighter his burden had become, the Ass finished the journey very happily. Next day the Merchant went for another load of salt. On the way home the Ass, purposely let himself fall into the water. The angry Merchant immediately drove the Ass back to the seashore, where he loaded him with two great baskets of sponges. Ass again tumbled over; but when he had scrambled to his feet, it was under the load ten times heavier than before.



Answer each question.

1. Where was the Merchant driving his Ass?

2. What did happen with them when they crossed the river?

3. Much of the salt had melted away.

4. Why did the Ass purposely let himself fall into the water?

5. What did angry Merchant do with the Ass?

6. The load ten times heavier than before.

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Task 1

Complete the sentences with the correct form, singular or plural, of the given nouns. When necessary, chose the correct word in parentheses in some of the sentences.

Exercise 1

1. Chair: I bought some
2. Furniture: I bought some.....
3. Fruit: there is a lot of On the table
4. Vegetable: there is a lot of.....on the table
5. Clothing: I have a lot ofin my closet
6. Dress: marry has a lot ofin her closet
7. Information: there are a lot of in encyclopedia
8. Fact: there (is, are) a lot of In an encyclopedia
9. Grammar: I know a lot of.....
10. Vocabulary: I'm learning a lot of new.....

Exercise 2

1. Traffic: there (is,are) a lot ofin the street
2. Car: there (is, are) a lot ofon the road
3. Literature: I like to read good.....
4. Novel: like to read good.....
5. Poem: I like to read.....
6. Poetry: I like to read.....

7. Mail: did you get any..... today:
8. Letter: did you get any..... Today?
9. Sand: I get some... in my shoes a the beach
10. Dust: there (is, are) a lot ofunder the bed

Exercise 3

1. Assignment: the teacher gives us a lot of
2. Money: he has somein his pocket
3. Coin: I need somefor the vending machine
4. Change: I need some For the vending machine.
5. Garbage: the street is very dirty. There (is, are) some in the street
6. Word: I am learning a lot of new.....
7. Slang: I want to learn some American.....
8. Idiom: I know a lot of English.....
9. Homework: I have a lot ofto do tonight

Exercise 4

Tentukan tipe adverbial phrase untuk setiap bagian kalimat yang di garis bawah dengan mencentang a-e sesuai dengan pilihan yang menurut anda paling tepat.

1. The recruitment process moved slowly
 - a. Adverbial of place
 - b. Adverbial of manner
 - c. Adverbial of purpose

d. Adverbial of frequency

e. Adverbial of time

2. I often feel drowsy after lunch

a. Adverbial of place

b. Adverbial of manner

c. Adverbial of time

d. Adverbial of frequency

e. Adverbial of purpose

3. He got a job with no work experience

a. Adverbial of place

b. Adverbial of manner

c. Adverbial of time

d. Adverbial of frequency

e. Adverbial of purpose

4. She changes her mind every day.

a. Adverbial frequency

b. Adverbial of time

c. Adverbial of purpose

d. Adverbial manner

e. Adverbial place

5. The table has been prepared for us.

a. Adverbial of purpose

b. Adverbial of manner

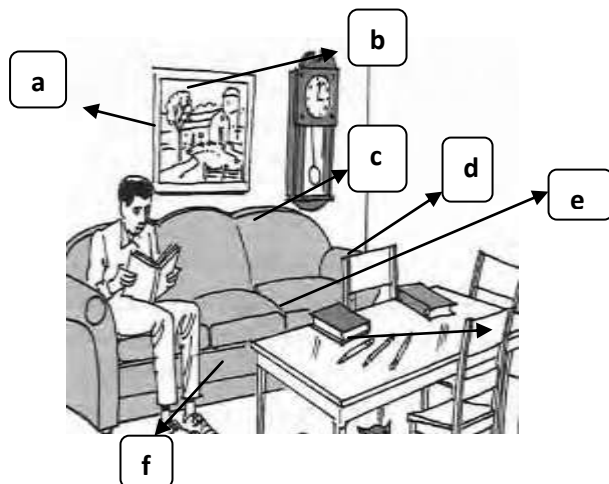
c. Adverbial of place

d. Adverbial of time

e. Adverbial of frequency

Task 2

Matching the picture.



1. Clock _____
2. Picture _____
3. Chair _____
4. Pen _____
5. Sofa _____
6. Table _____

Task 3

*Fill the gap below with these are or this is those are-or that is-
look at the translation.*

Exercise 1

- 1)a pen
- 2)an apple
- 3)pencil
- 4)a television
- 5)a school

- 6) a teachers
- 7) a cup
- 8) envelope
- 9)doll s
- 10).....an email

Exercise 2

Choise the correct sentences

- 1) Neither the manager nor the works.....late.
 - a. Come
 - b. Coming
 - c. Comes
 - d. To come
- 1) Neither of Bandung's governor candidateson debate exhibition.
 - a. He is
 - b. Is
 - c. Are
 - d. They are
- 2) One of forty students in this class..... chosen as the chairman of the class.
 - a. Is
 - b. Were
 - c. Are
 - d. Be

3) Most of the government officials....turn in their papers before the due date.

- a. Has to
- b. Have to
- c. Having
- d. Is having to

Task 3

Skill - Reading Comprehension

Name _____

12 Ways to Eat Apples

Story By: Andrew Frinkle

Johnny loved apples. He could eat them a **dozen** ways every day!

First, he liked to eat them fresh. He would pick it from the tree and eat it.

Second, he liked to eat them sliced. He would bite the white part first and then the skin.

Third, he would dip them in peanut butter. They were nutty and sweet.

Fourth, he would eat a caramel apple. There were nuts on the sticky caramel.

Fifth, he would eat a candied apple. The cinnamon candy coating was so nice.

Sixth, he would eat them as apple sauce. It was easy to use a spoon with his apples.

Seventh, he would eat them baked in dumplings. The cinnamon butter melted on top was savory!

Eighth, he would eat them in Dutch apple pie. The crunchy and creamy toppings were delicious.

Ninth, he'd eat a peeled apple. The white part was cool and crisp.

Tenth, he'd eat spiced apple jam on toast. It was perfect for crunchy toast.

Eleventh, he'd have apple crisp. The oatmeal was hot and tasty.

Twelfth and last, he would share one with a friend! They'd take turns biting different sides.



So you see, Johnny really *did* love his apples. He'd find a new way or a new kind of apple every day if he could. How do you like *your* apples?

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Task 4

Write in the letter of the definition on the right that matches the word on the left

_____ a.	a. glad	1.happy
_____ b	b. steering wheel	2.rudder
_____ c	c. tall	3.thin
_____ d	d. Step	4.stage

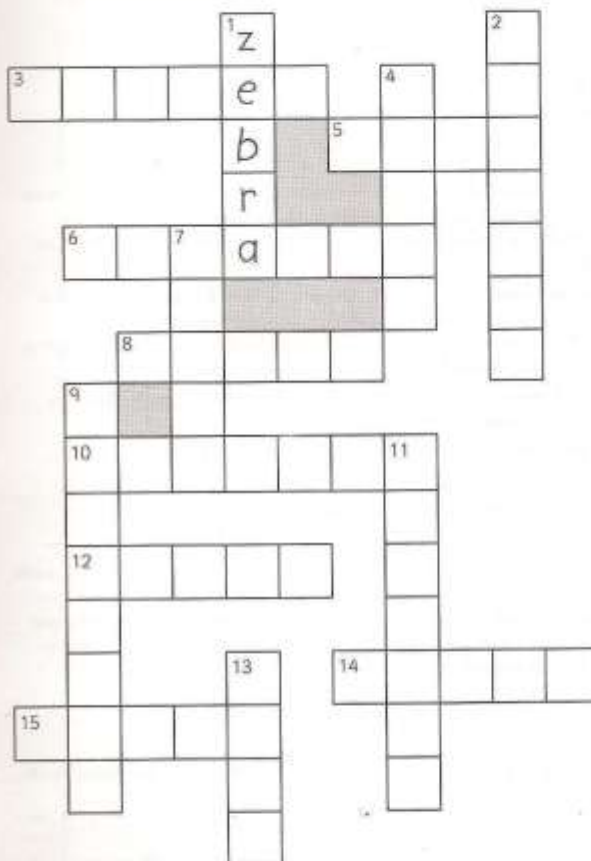
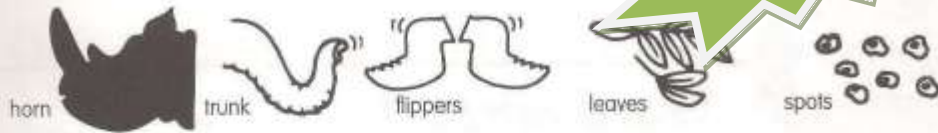
Task 4

Arrange the following jumbled words into correct sentences

1. Beautiful- a - small - I - new - have - American - doll.
2. Is - sunny - nice - it - a - day.
3. Small - antiques - expensive - round - the - ancient - wooden - Indian - table - is.
4. Thin - interesting - red - book - is- old - about - the - tourism.
5. Little - house - lives - the - man - old - that - in.

Lets fun

In the wild



Down

- 1 This is similar to a horse. It's black and white and lives in Africa. (arzbe)
- 2 This big black and white bird lives in the Arctic. It can't fly. (guipnen)
- 4 This big orange and black cat lives in Asia. It can climb trees and swim. (regit)
- 7 This animal is big and heavy. It lives in Africa. It's dark grey and it's got a horn. (hionr)
- 9 This big grey animal lives in Africa or India. It's got big ears and a long trunk. (petanleh)
- 11 This big grey animal lives in the sea, but it isn't a fish. It's very intelligent and friendly. (pinoldh)
- 13 This fat grey animal lives near cold sea water. It eats fish. It's got a tail and flippers for swimming. (lase)

Across

- 3 This small brown animal loves climbing trees and eating bananas. It lives in Africa and Asia. (yenkom)
- 5 This big brown cat is the 'king' of the beasts. It lives in Africa and eats meat. (niol)
- 6 This tall animal has a very long neck and legs. It lives in Africa and eats leaves. (figafre)
- 8 This fat grey animal lives in Africa. It loves the water. It's got an enormous mouth and big teeth. (popih)
- 10 This large cat lives in Africa. It can run very fast. It's got spots. (poledra)
- 12 This is similar to a bear. It's black and white and lives in China. It eats only bamboo. (dapna)
- 14 This is an enormous sea animal. It isn't a fish. It's bigger than an elephant. (halew)
- 15 This long thin animal hasn't got any legs. It lives in all the continents in the world. It can be dangerous. (kanes)

From Primary Reading Box by C. Nixon and M. Tomlinson © Cambridge University Press 2005

Good luck

The words in the word search puzzle.

Comfortable

Stylist

Quality

Speed

Webster

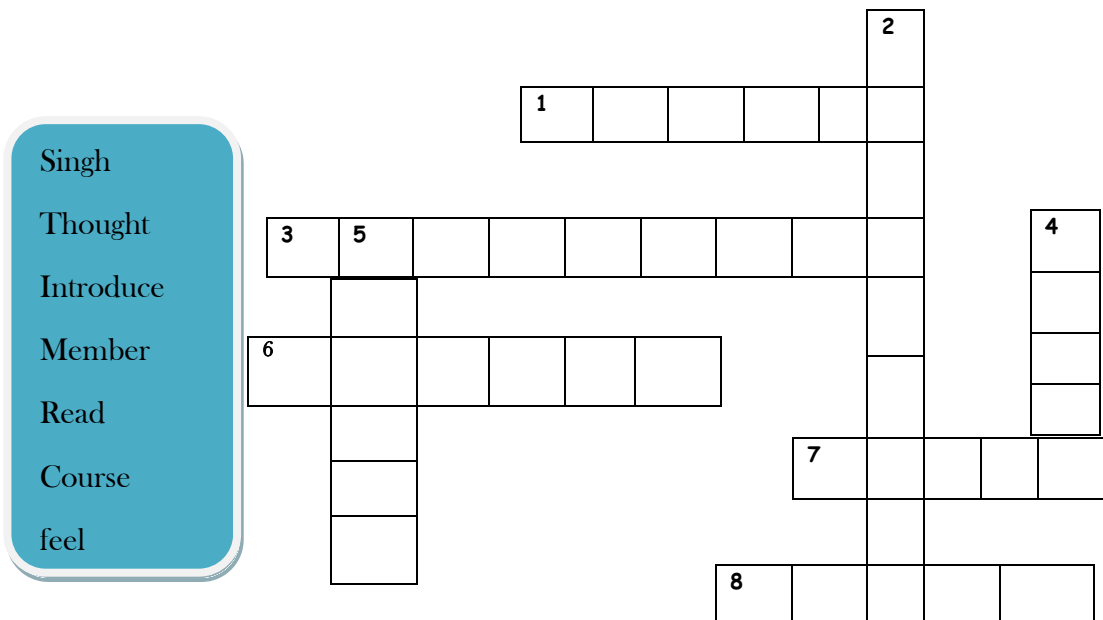
Device

Atmosphere

Off

V D E E P S B J U C
A B Q G F H P K T O
N T S U F W E R Y M
Q D M P A O U M F F
Y S E O T L J G X O
L T T P S V I B R R
N Y I U C P R T D T
R L S L K M H V Y A
I I B A R U D E G B
N S E R V I C E R L
F T W O H E B Y J E

The words in the box to complete the crossword puzzle.



Cross

1. To plan or create something
2. To have memory something a class
3. Warm and wet

Down

1. To help someone meet someone else
2. in the front
3. all that is necessary

4. To meet and welcome someone

Vocabulary (Koskata)

Adjective II

(dipakai Khusus Untuk Sifat Orang)

<i>Fluent</i>	<i>Fasih, lancar</i>
<i>Foolish</i>	<i>tolol</i>
<i>Fortunate</i>	<i>Nasibbaik</i>
<i>Friendly</i>	<i>Ramah tamah</i>
<i>Funny</i>	<i>Lucu</i>
<i>Generous</i>	<i>Dermawan</i>
<i>Handsome</i>	<i>Ganteng</i>
<i>Grateful</i>	<i>Bersyukur</i>
<i>gentle</i>	<i>LemahLembut</i>
<i>Happy</i>	<i>Gembira</i>
<i>Honest</i>	<i>Jujur</i>
<i>Hungry</i>	<i>Lapar</i>
<i>Lucky</i>	<i>beruntung</i>
<i>Poor</i>	<i>Miskin</i>
<i>Pretty</i>	<i>Cantik</i>
<i>Rich</i>	<i>Kaya</i>
<i>Rude</i>	<i>Kasar</i>
<i>Sad</i>	<i>Sedih</i>
<i>Sick</i>	<i>Sakit</i>
<i>Shy</i>	<i>Malu</i>
<i>Stingy</i>	<i>Kikir</i>
<i>Patient</i>	<i>Sabar</i>
<i>Naughty</i>	<i>Nakal</i>
<i>Nervous</i>	<i>Gugup</i>
<i>Polite</i>	<i>Sopan</i>
<i>Talkative</i>	<i>Cerewet</i>
<i>Wise</i>	<i>Bijaksana</i>
<i>Upset</i>	<i>Jengkel</i>

Adjective III

(umumnya dipakai untuk sifat benda, namun terkadang dipakai untuk sifat manusia)

no	Tulisan	arti
1	<i>Avaible</i>	<i>Siap, bersedian</i>
2	<i>Awkward</i>	<i>Kaku, canggung</i>
3	<i>Bad</i>	<i>Jelek, buruk</i>
4	<i>Beautiful</i>	<i>Bagus, indah</i>
5	<i>Big/large</i>	<i>Besar/luas</i>
6	<i>Bitter</i>	<i>Pahit</i>
7	<i>Blank</i>	<i>Kosongtanpatulisan</i>
8	<i>Blunt</i>	<i>Tumpul</i>
9	<i>Boring</i>	<i>Membosankan</i>
10	<i>Brief</i>	<i>Ringkas, singkat</i>
11	<i>Broad</i>	<i>Luas, lebar</i>
12	<i>Calm</i>	<i>Tenang, tentram</i>
13	<i>Charming</i>	<i>Mempersonnakan</i>
14	<i>Cheap</i>	<i>Murah, kikir</i>
15	<i>Clean</i>	<i>Bersih</i>
16	<i>clear</i>	<i>Jelas, teras</i>
16	<i>Closed</i>	<i>Tertutup</i>
17	<i>Cloudy</i>	<i>Mendung</i>
18	<i>Clumsy</i>	<i>Kaku, kikuk</i>
19	<i>Cold</i>	<i>Dingin</i>
20	<i>Comfortable</i>	<i>Enak, senang</i>
21	<i>Common</i>	<i>Umum</i>
22	<i>Complete</i>	<i>Sempurna</i>
23	<i>Convenient</i>	<i>Mudah, enak</i>
24	<i>Cool</i>	<i>Sejuk</i>
25	<i>Correct</i>	<i>Benar</i>
25	<i>Crooked</i>	<i>Bengkok</i>
27	<i>Crowded</i>	<i>Ramai</i>
28	<i>Dark</i>	<i>Gelap</i>
29	<i>Dead</i>	<i>Mati, meninggal</i>
30	<i>Definite</i>	<i>Jelas, pasti, tentu</i>
31	<i>Different</i>	<i>Lain, berbeda</i>
31	<i>Dirty</i>	<i>Kotor</i>

IRREGULAR VERBS

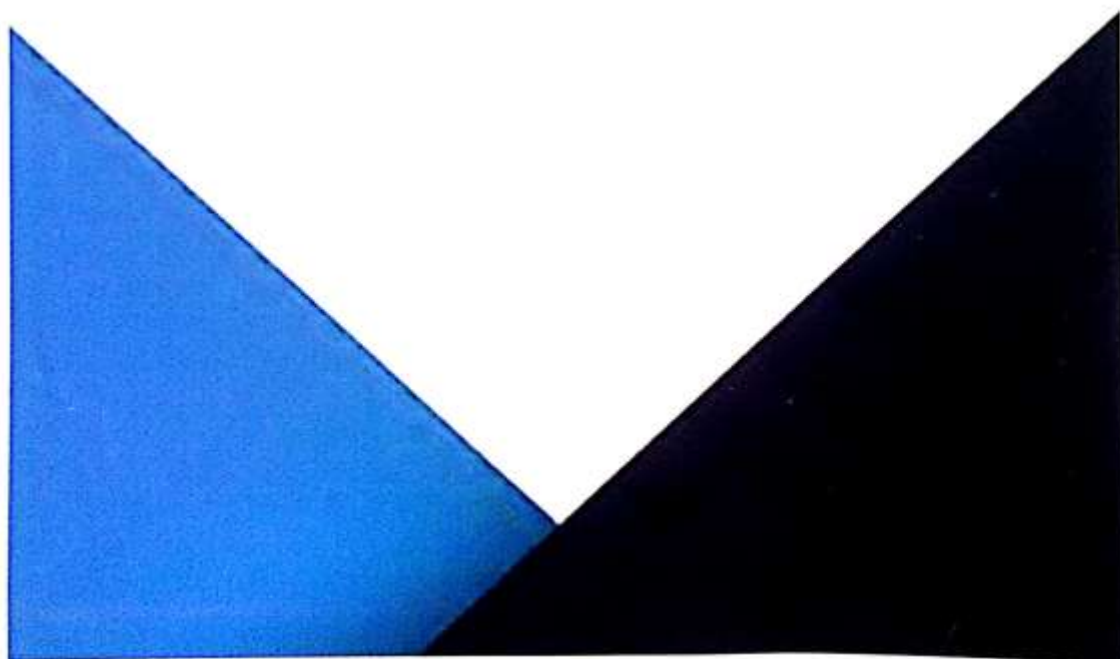
<i>No</i>	<i>K.K. I</i>	<i>Kata Kerjabentuk II</i>	<i>Kata Kerjake III</i>	<i>meaning</i>
1	arise	arose	arisen	Timbul
2	Bear	bore	Born	Melahirkan
3	beat	Beat	Beaten	Memukul
4	become	Became	Become	Menjadi
5	Begin	Began	Begun	Mulai
6	Bind	bound	bound	Mengikatkan
7	bite	bit	bitten	Mrnggigit
8	blow	blew	blown	Meniup
9	break	broke	broken	Merusak
10	sing	sang	sung	menyanyi
11	bring	brought	brought	Membawa
12	build	built	built	membangun
13	burn	burnt	burnt	Membakar
14	buy	bought	bought	Membeli
15	catch	caught	caught	Menangkap
16	choose	chose	chosen	Memilih
17	Come	came	come	Datang
18	cut	cut	cut	Memotong
19	dig	dug	dug	Menggali
20	Do	did	done	Mengerjakan
21	draw	drew	drawn	Menggambar
22	drink	drank	drunk	Minum
23	drive	drove	driven	Mengemudi
24	eat	ate	eaten	Makan
25	fall	fell	fallen	jatuh
26	feel	felt	felt	Meraba
27	find	found	found	menemukan
28	flay	flew	flown	Terbang
29	forget	forgot	forgotten	Melupakan
30	get	got	got	Memperoleh
31	give	gave	given	Memberi

COMMON REGULAR VERB

No	<i>meanig</i>	<i>tulisan</i>
1	<i>menerima</i>	<i>Accept</i>
2	<i>Accompany</i>	<i>menemani</i>
3	<i>Add</i>	<i>Menambah</i>
4	<i>Admire</i>	<i>Mengagumi</i>
5	<i>Admit</i>	<i>Mengaku</i>
6	<i>Agree</i>	<i>Setuju</i>
7	<i>Advise</i>	<i>Menasehati</i>
8	<i>Allow</i>	<i>Mengizinkan</i>
9	<i>Answer</i>	<i>Menjawab</i>
10	<i>Announce</i>	<i>Mengumumkan</i>
11	<i>Amuse</i>	<i>Menghibur</i>
12	<i>Annoy</i>	<i>Mengganggu</i>
13	<i>Apologize</i>	<i>Mohonmaaf</i>
14	<i>Apply</i>	<i>Menerapka</i>
15	<i>Appoint</i>	<i>Menunjuk</i>
16	<i>Appreciate</i>	<i>Menghargai</i>
17	<i>Argue</i>	<i>Membantah</i>
18	<i>Arrange</i>	<i>Mengatur</i>
19	<i>Arrive</i>	<i>tiba</i>
20	<i>Ask</i>	<i>Bertanya</i>
21	<i>Attend</i>	<i>Menghadiri</i>
22	<i>Attract</i>	<i>Memikat</i>
23	<i>Avoid</i>	<i>menghindari</i>
24	<i>Believe</i>	<i>Percaya</i>
25	<i>Borrow</i>	<i>Meminjam</i>
26	<i>Breathe</i>	<i>Bernafas</i>
27	<i>Brush</i>	<i>Menyikat</i>
28	<i>Call</i>	<i>memanggil</i>
29	<i>Carry</i>	<i>Membawa</i>
30	<i>Combine</i>	<i>Menyatukan, menggabungkan</i>
31	<i>Compare</i>	<i>Membandingkan</i>
32	<i>Complain</i>	<i>Mengeluh</i>
33	<i>complete</i>	<i>Menyempurnakan</i>

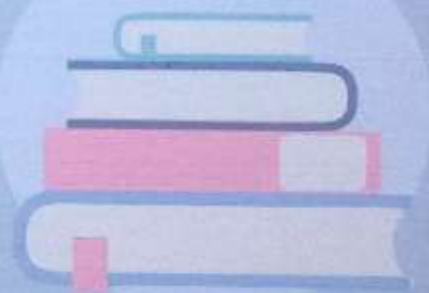
34	<i>Congratulate</i>	<i>Mengucapkan selamat</i>
35	<i>Consider</i>	<i>Memikir, mempertimbangkan</i>
36	<i>Continue</i>	<i>Meneruskan, melanjutkan</i>
37	<i>Copy</i>	<i>Menyalin</i>
38	<i>Count</i>	<i>menghitung</i>
39	<i>Cover</i>	<i>Menutup</i>
40	<i>Cry</i>	<i>Menangis</i>
41	<i>Decorate</i>	<i>Menghias</i>
42	<i>Discover</i>	<i>Menemukan</i>
43	<i>Divide</i>	<i>Membagi</i>
44	<i>Doubt</i>	<i>Ragu</i>
45	<i>Educate</i>	<i>Mendidik</i>
46	<i>Fail</i>	<i>Gagal</i>
47	<i>Erase</i>	<i>Menghapus</i>
48	<i>Explain</i>	<i>Menerangkan</i>
49	<i>Follow</i>	<i>Mengikuti</i>

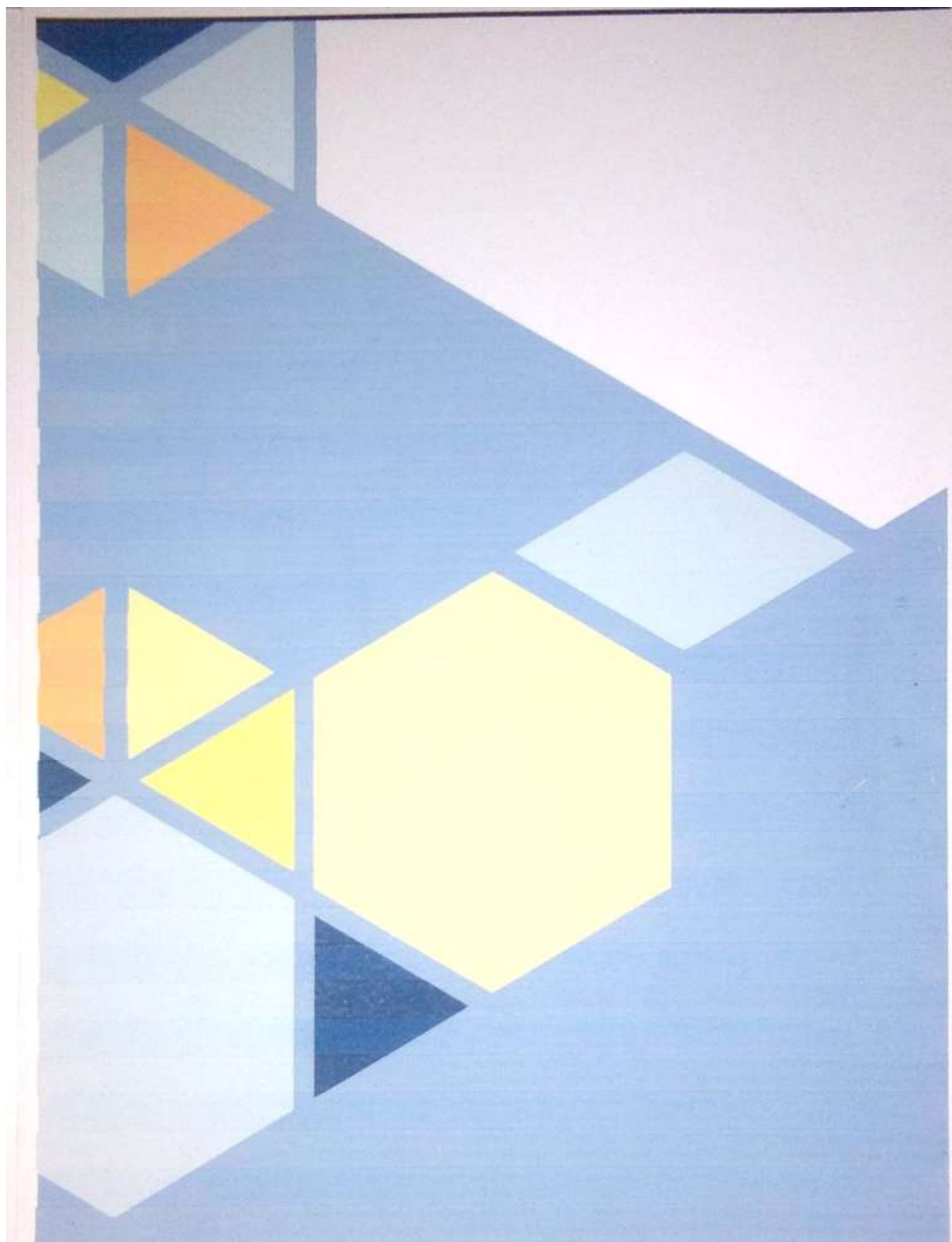
**Lestari was born in Pekaloa, October 03rd 1996,
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2009. Completed her study in Madrasah Tsanawiyah
in 2011 and Complete her Study in Madrasah Aliyah
in 2014 and now has continued her Study in the
Institute Islamic Studies (IAIN Palopo).**



THE SECOND MATERIAL DRAFT WORKSHEET

READING WORKSHEET FOR TENTH GRADE OF ODD SEMESTER





Quotations

The one way to really learn something
Is to try to teach it to the others.

Sandra J. Savignon, 1993 in communicative Competence

If one does not work hard, he cannot expect to succeed

Writer

"Genius is 98 percent perspiration"

So have I loitered my life away, reading books, looking at pictures,
going to plays, hearing, thinking, writing on what pleased me best. I
have wanted only one thing to make me happy, but wanting that have
wanted everything.

William Hazlitt (1778-1830)

Declarative Sentences

Declarative sentences make statement. Most sentences are declarative.

Declarative sentences always end with a period.

Example.

I take pizza

This is easy

In each of these sentence the speaker make a declarative: hence, they are declarative sentences.

Interrogative Sentences

Interrogative sentences ask question. Because of this, all interrogative sentences end in a question mark.

Example.

Do you want to study?

Where are you going?

In each case the speaker request information. Because of this both sentences end in question marks.

Purpose

Mencermati analisis kemudian mengerjakan hal sama dengan text
tentang peristiwa. (Menangkap makna)

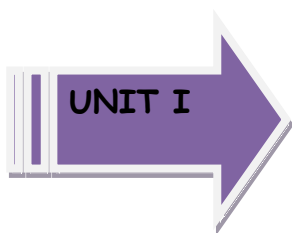
Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di
Indonesia.(Menyusunteks)

Menempelkan karyanya di dinding kelas dengan bertanya jawab
dengan pembaca.

Objective

Recount text

1. text declarative
2. interrogative



VOCABULARY BUILDING

Trip to Bandung

Desi and her (1) _____ club had a (2) _____ to Bandung for a national junior basketball match. The match (3) _____ from Monday to Wednesday . They went to Jakarta on Sunday morning by (4) _____ . They stayed at a (5) _____ after they (6) _____ in Bandung. Desi and her team (7) _____ in semi final match. They didn't get any (8) _____ from all the matches, but they felt (9) _____. Desi and her (10) _____ went home town on Thursday morning.

- | | | | |
|---------------------|----------------|---------------------------|------------|
| 1. a. english | c. scout | 6. a. attended | c. moved |
| b. basketball | d. football | b. arrived | d. lived |
| 2. a. trip | c. competition | 7. a. stood | c. loved |
| b. bussiness | d. fight | b. slept | d. lost |
| 3. a. finished | c. ended | 8. a. ticket | c. uniform |
| b. started | d. entered | b. drink | d. prize |
| 4. a. teacher | c. club | 9. a. happy | c. curious |
| b. money | d. bus | b. fear | d. sad |
| 5. a. train station | c. hotel | 10. a. brother and sister | c. club |
| b. post office | d. hospital | b. prize | d. Car |

Direction :

Choose the correct answer from the option a,b,c, or d

- 1) Lina the match in Olympic Games. She is so sad.
a. won
b. lost
c. jumped
d. celebrated
- 2) I went to dentist yesterday because my were in pain.
a. hands
b. fingers
c. teeth
d. ears
- 3) A : Can you help me?
B : Yes, of course. What can I do for you?
A : Please, this bag to my room.
B : Yes, Sir.
a. bring
b. help
c. give
d. Has
- 4) This exercise was too for me. I got score 100.
a. difficult
b. easy
c. expensive
d. high
- 5) Diana's Barbie is broken. Diana is very now.
a. confuse
b. sad
c. happy
d. charm

**kalimat interrogative
&
Kalimat Declarative**

TASK I

Read the carefully of text and answer the question.

Fort Rotterdam



Fort Rotterdam (Benteng Ujung Pandang as it is now called) is an Old Dutch colonial fort in Makassar, overlooking the harbor. It is one of the top attractions in Makassar.

The current fort was built by the Dutch around the year 1667 but the first defensive structures consisting of a simple dirt wall where built here a century before in 1545 by Raja Tunipalangga. The Dutch Admiral Cornelis Speelman concurred the fort in 1667 and renamed it after his birthplace, Rotterdam. Soon the fort was rebuilt with 6 meter high and 2 meters thick walls. In the inside arose Dutch houses and a church. The fort became the center of Dutch colonial power on the island of Sulawesi.

Fort Rotterdam kept its function till 1937 after which it got other functions. In the 1970s the fort was restored and renamed to Fort (Benteng) Ujung Pandang. It is one of the best preserved Dutch buildings in Indonesia.

Fort Rotterdam consists of five towers, four on each corner and one at the main entrance. Inside are thirteen buildings, eleven made by the Dutch and two were built by the Japanese. The oldest building was built in 1686 and is called the Speelman's house, after the admiral who concurred the fort although he never actually lived in the house. The house was used by Dutch governors till mid-19th century. Currently a museum is housed here. Other structures were used as sleeping quarters for officers, prison or warehouses. One of the leaders of the Java war (1825-1830), the Indonesian National Hero Prince Diponegoro, was imprisoned here for 26 years till his death in 1855.

Fort Rotterdam is open every day from 08:00 till 18:00 hour. Entrance is free although a donation is requested, Rp. 10,000 should suffice. The museum is only open Tuesday to Sunday in the morning from 8:00 till 12:30 hour, entrance is about Rp 7500.

Located right in the heart of Makassar, it is not difficult to get to Fort Rotterdam. You can take the local public transportation or pete-pete, or taxi to get to the fort. If you are happen to be in Losari Beach, you can simply stroll down the boulevard and enjoy the scenery before you reach Fort Rotterdam.

Questions

1. In what year was Fort Rotterdam built?
2. At what time is Fort Rotterdam opened?
3. Every day is Fort Rotterdam open?
4. How many towers does fort Rotterdam have?
5. Fort located in the city?

VOCABULARY

- | | |
|--------------------------------------|--------------------------------------|
| 1. Fort: Benteng | 22.Walls: dinding/tembok |
| 2. Old: Tua | 23.High: tinggi |
| 3. Colonial: Penjajah | 24.Rebuilt: di bangun kembali |
| 4. Overlooking: Pemandangan | 25.Arose: berdiri/ bangun |
| 5. Dutch: Belanda | 26.Inside: di samping |
| 6. Harbor: Pelabuhan | 27.Became: menjadi |
| 7. Attractions: daya tarik | 28.Thick: ditengagh-tengah/
tebal |
| 8. Top: utama/puncak | 29.Soon: segera |
| 9. Current: zaman sekarang | 30.Here: di sini |
| 10. Built: bangun | 31.Center:pusat |
| 11. Around: keliling/ sekitar | 32.Power: kekuatan |
| 12. Defensive: mempertahankan | 33.Island: pulau/kelompok |
| 13. Structures: susunan/
bangunan | 34.Function: Fungsi |
| 14. Consisting: terdiri | 35.Till: sampai |
| 15. Century: abad | 36.Kept: menjaga |
| 16. Admiral: laksamana | 37.Which: yang mana |
| 17. Concurred: bersamaan | 38.Best: terbaik |
| 18. Houses: rumah-rumah | 39.Preserved |
| 19. Church: gereja | 40.Other: yang lain |
| 20. Birthplace: asal | 41. Was: to be |
| 21. Renamed: | 42.Consists: terdiri/terbuat |

Answer the question with the following story



Brainly.co.id - <https://brainly.co.id/tugas/13007643#readmore>

TajMahal or The Taj is a well known architectural object in India for its finest design which combine elements from India, Persian and Islamic architectural style. This historical buildings was built on the south bank of the Yamuna river in Agra. It represents the story of Eternal Love of the Mughal Emperor, Shah Jahan, to his dearest wife MumtazMahal. In 1983 UNESCO place TajMahal into the list of World Heritage Site and consider it as "the jewel of Muslim art in India and one of the universally admired masterpieces of the world's heritage".

TajMahal is a very large tomb made of ivory-white marble. The building looks like a mosque, a place for a moslem to pray. Once we see it, we will get the impression that Islamic architectural style is very strong in the building, starting with the wall and the calligraphy decorations on it, a huge dome on top of the building along with 4 minarets on every corner of the base walls. The dome is also made of marble with size nearly 35 meters and the top of it is decorated with a lotus design. The minarets is also decorated with a very detailed lotus motif.

If we come from the main entrance, we will see a large pool in front of the building, this pool is called the reflecting pool as it will reflect the image of The Taj to the sky. Once we enter the building, we will find that there are more decorations on the inner wall. The tomb as the central focus of the building is located at the lower level. The graves of MumtazMahal and Shah Jahan were positioned next to each other in a large room with Persian style decorations.

Questions:

1. Who was this TajMahal tomb made for?
2. How many visitors in average are there in TajMahal recently?
3. When did the construction of TajMahal finish?
4. What calligraphic writings were written on the actual tomb?
5. How did MumtazMahal die?

Question:

Work in pair. Discuss the following.

- a. Provide example of the situation where people need to ask for attention.
- b. Can you identify formal informal expressions used in different situations.

Dialogue

Rafael: "excuse me, do you know tajmahal?"

MisAni: yes of course, tajmahal architectural object in India and place to moeslim for pray

Rafael: waw, in what year was expensive built?

MisAni: Tajmahal was built in 1983 and TajMahal has 4 towers.

Rafael: waw amazing, thank you for the information such as MisAni.

MisAni: wellcom, I am also very happy to be able to share your insights about tajmahal.

VOCABULARY

- | | |
|---------------------------------------------------|----------------------------------------|
| 1. Five: lima | 8. Thirteen: tiga belas |
| 2. Towers: menara | 9. Were: dimana |
| 3. Each: masing-masing | 10. And: dan |
| 4. Four: empat | 11. One: satu |
| 5. Corner: sudut/simpang | 12. Called: kunjungan |
| 6. Main:
pokok/utama/besar | 13. Japanese: jepang |
| 7. Entrance:
mempesona/memikat | 14. Eleven: sebelas |
| 17. Bank: membendung | 15. Made: made |
| 18. River: sungai | 16. Oldest: tertua |
| 19. Represents:
menggambarkan | 30. Site: tempat |
| 20. Story: cerita/riwayat | 31. Consider: mengingat |
| 21. Eternal: abadi/kekal | 32. Jewel: permata/batu |
| 22. Love: kecintaan/penuh
kasih | 33. Art: seni |
| 23. Emperor: kaisar | 34. Universally: semesta |
| 24. Dearest: berharga/sangat
disayangi | 35. Admired:
mengagumi/memuji |
| 25. Wife: istri | 36. Master: nahkoda/jagoan |
| 26. Into:
menjadi/sampai/kedalam | 37. pieces: lempengan |
| 27. List: daftar/condong | 38. World: alam/banyak
sekali |
| 28. World: dunia/alam | 39. Very: itu juga |
| 29. Heritage:
pusaka/kebudayaan yg
diwarisi | 40. Large: besar/luas/sbagian
besar |
| | 41. Tomb: makam/pusara |
| | 42. Made: membuat/menjadi |
| | 43. Who: siapa |

Silent Reading and answer the question.

Maimoon Palace



Maimoon Palace is royal house for Sultanate of Deli and becomes of tourism sites from Medan, South Sumatra. This grand, 30-room Maimoon Palace was built by the sultan of Deli in 1888 and the architecture features Malay, Mogul and Italian influences. Only the main room, which features the lavish inauguration throne, is open to the public. Here you can check out a modest collection of ceremonial kerises and dress up in traditional Malay costume.

Maimoon Palace is one of the most beautiful palace still exist in Indonesia. The Palace consists of two floors divided each into three parts: the main building, the left wing and the right wing. Each floor has 20 rooms. The total of 40 rooms of this Palace does not include the prison in the basement, kitchen and bathrooms. In front, about 100 meters, stands the Mosque of Al-Maksum known as the Great Mosque of Medan.

Maimoon Palace is located at Jalan Brig. Jend. Katamso in downtown Medan. This historic building is open the public every day, except when there are organizing a special ceremony. The back wing of the palace is occupied by members of the sultan's family. The current sultan, Aria Mahmud Lamanjiji, was only eight years old when he was installed as the 14th Sultan of Deli in 2005, replacing his father, who died in a plane crash. He is the youngest sultan in Deli

history. He currently resides in Sulawesi with his mother, and his role is purely ceremonial.

Visitors who come to the palace still have the chance to witness the collections of the kingdom which are displayed along the meeting room, such as the photos of the families, antique furniture gifted by the Dutch, and various types of weapons. Patterns of Dutch architecture with doors and window width and height, as well as Spanish-style doors to be part of the Palace Maimun. Dutch influence was also seen on a marble slab in front of the marble steps are written with Latin letters in Dutch.

Questions:

1. Maimoon Palace is one of the most beautiful palace still exist in?
2. How many rooms are there in the maimoon palace?
3. Maimoon Palace is located at?
4. What the style is located on the maimoon door?

vocabulary

- | | |
|----------------------------------|--------------------------------------|
| 1. For: untuk | 29. Entrance: memikat |
| 2. Officers: perwira/petugas | 30. Located: menemukan/men
etap |
| 3. Actually: sebenarnya | 31. Right: keadilan/kana |
| 4. Mid: pertengahan | 32. In: di |
| 5. Prison: penjara/terungku | 33. Heart: inti/jantung |
| 6. Or: atau | 34. Difficult: sulit/sukar |
| 7. Warehouses: gudang-
gudang | 35. Local: setempat/lokal |
| 8. Java: jawa | 36. Public: rakyat umum |
| 9. National: nasional | 37. Transportation: pengangk
utan |
| 10. Hero: pahlawan | 38. Can: bisa |
| 11. Prince: harga | 39. Take: mengambil |
| 12. His: dia (laki-laki) | 40. Beach: pantai |
| 13. Death: kematian/sekarat | 41. Simply: dengan sederhana |
| 14. War: dunia | 42. Stroll: berjalan-jalan |
| 15. Open: buka | 43. Down: bawah |
| 16. Every: setiap | 44. Boulevard: jalan besar |
| 17. Day: sepanjang hari | 45. Enjoy: menikmati/memiliki |
| 18. From: bentuk/kondisi | 46. Scenery: pemandangan |
| 19. Donation: sumbangan | 47. Reach: jangkauan/membentang |
| 20. Is: adalah | 48. If: jika |
| 21. Requested: permohonan | 49. Happen: terjadi |
| 22. Should: seharusnya | |
| 23. Suffice: mencukupi | |
| 24. Only: tunggal | |
| 25. Entrance: jalan masuk | |
| 26. Morning: pagi | |
| 27. Tuesday: selasa | |
| 28. Sunday: minggu | |

Read the text with the comprehension with the following story

Macho picchu



Machu Picchu is a famous symbol of the Incan Empire history. It is also well known as the lost Incan city. It was built in 1450 but a hundred years later it was abandoned after the Spanish came and conquered the Incan Empire. Machu Picchu is a city built with the polished stone. It is located in the middle of a tropical mountain forest with an extraordinarily beautiful panorama. The main building is Intihuatana, the Temple of the Sun, and Room of the Three Windows, which are called the Sacred District. Initially, the city was a fortress and then transformed into the capital of the Incas. Machu Picchu means Old Mountain. The city stands about 3 thousands meters above sea-level, among the high mountains. Though it takes long time to reach the place, the dazzling panorama is very worth it.

Question

1. How far is the macho picchu from the mountain?
2. In what year was the macho picchu built?
3. Macho Picchu is a symbol of confidence from?
4. Where is Macho Picchu?
5. Macho picchu is one of the mountains?

Vocabulary

- | | |
|------------------------------------------|----------------------------|
| 1. Well: mata air/baik | 10. Style: corak/gaya |
| 2. Known: tahu | 11. This : ini |
| 3. Which: yang mana | 12. Historical: sejarah |
| 4. Combine: | 13. South: selatan |
| gabungan/menyatukan | 14. Marble: marmer/gundu |
| 5. Elements: unsur/dasar | 15. Looks: bnyak corak |
| 6. Architectural: bangunan | 16. Like: kesukaan/seperti |
| 7. Object: sasaran/tujuan | 17. Mosque: mesjid |
| 8. Design: bentuk/model | 18. Pray: berdoa |
| 9. Persian: orang iran | 19. Once: pernah/sekali |
| 20. Although: walaupun/sekalipun | |
| 21. Got | |
| : dapat Restored: memperbaiki/memulihkan | |
| 22. Imprisoned: memenjarakan | |
| 23. Leaders: pemimpin | |
| 24. Governors: gubernur | |
| Lived: yang telah hidup | |
| 25. Sleeping: tidur (sedang tidur) | |
| 26. Quarters: bagian | |

UNIT 2

RECOUNT TEXT

Task I

Read the Story and Answer the Question



Fort Rotterdam (Benteng Ujung Pandang as it is now called) is an Old Dutch colonial fort in Makassar, overlooking the harbor. It is one of the top attractions in Makassar.

The current fort was built by the Dutch around the year 1667 but the first defensive structures consisting of a simple dirt wall where built here a century before in 1545 by Raja Tunipalangga. The Dutch Admiral Cornelis Speelman concurred the fort in 1667 and renamed it after his birthplace, Rotterdam. Soon the fort was rebuilt with 6 meter high and 2 meters thick walls. In the inside arose Dutch houses and a church. The fort became the center of Dutch colonial power on the island of Sulawesi.

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Located right in the heart of Makassar, it is not difficult to get to Fort Rotterdam. You can take the local public transportation or pete-pete, or taxi to get to the fort. If you are happen to be in Losari Beach, you can simply stroll down the boulevard and enjoy the scenery before you reach Fort Rotterdam.

Question:

1. Where is Fort Rotterdam?
2. In what year was Rotterdam built?
3. What is the name of the king who built fort Rotterdam?
4. In what year was Fort Rotterdam built?
5. Where is Rotterdam?

Question:

1. What do you understand from Fort Rotterdam

Answer:

2. What year is there in Fort Rotterdam?

Answer:

3. Write down the brief history of Fort Rotterdam?

Answer:

Task II

Answer the question with the following



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TajMahal or The Taj is a well known architectural object in India for its finest design which combine elements from India, Persian and Islamic architectural style. This historical buildings was built on the south bank of the Yamuna river in Agra. It represents the story of Eternal Love of the Mughal Emperor, Shah Jahan, to his dearest wife MumtazMahal. In 1983 UNESCO place TajMahal into the list of World Heritage Site and consider it as "the jewel of Muslim art in India and one of the universally admired masterpieces of the world's heritage".

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If we come from the main entrance, we will see a large pool in front of the building, this pool is called the reflecting pool as it will reflect the image of The Taj to the sky. Once we enter the building,

we will find that there are more decorations on the inner wall. The tomb as the central focus of the building is located at the lower level. The graves of MumtazMahal and Shah Jahan were positioned next to each other in a large room with Persian style decorations.

Question

1. Who are the names in the story of the TajMahal?
2. In what text can you conclude?
3. Briefly write down the history of the TajMahal?
4. How many elements are there in the Expensive Tag?
5. What is the reason the TajMahal was built and why was it named the TajMahal?

Task III

Read the text and answer the question



Maimoon Palace is royal house for Sultanate of Deli and becomes of tourism sites from Medan, South Sumatra. This grand, 30-room Maimoon Palace was built by the sultan of Deli in 1888 and the architecture features Malay, Mogul and Italian influences. Only the main room, which features the lavish inauguration throne, is open to the public. Here you can check out a modest collection of ceremonial kerises and dress up in traditional Malay costume.

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Maimoon Palace is located at Jalan Brig. Jend. Katamso in down town Medan. This historic building is open the public every day, except when there are organizing a special ceremony. The back wing of the palace is occupied by members of the sultan's family. The current sultan, Aria Mahmud Lamanjiji, was only eight years old when he was installed as the 14th Sultan of Deli in 2005, replacing his father, who died in a plane crash. He is the youngest sultan in Deli history. He currently resides in Sulawesi with his mother, and his role is purely ceremonial.

Visitors who come to the palace still have the chance to witness the collections of the kingdom which are displayed along the meeting room, such as the photos of the families, antique furniture gifted by the Dutch, and various types of weapons. patterns of Dutch architecture with doors and window width and height, as well as Spanish-style doors to be part of the Palace Maimun. Dutch influence was also seen on a marble slab in front of the marble steps are written with Latin letters in Dutch.

Question:

1. Briefly write down what you understand from the story above?
2. Who built maimoon place and, in what year?
3. The writing contained in marbel comes from language?
3. Write the name of the mosque that stands with maimoon palace?
4. What the meaning dutch?
5. Why maimoon palace is one of the most beautiful places in Indonesia?

Question:

Choose the correct answer,with the according the passage

1. Where the maimoon palace?

a. London	c. Medan
b. Dutch	d.Malay
2. Maimoon palace is located on the road?

a. Jl. Hasanuddin	c. Jl. ratulangi
b. Jalan Brig. Jend. Katamso	d.jl. mangga
3. Maimoon palace is open every day,except?

a. Lamaran	c. Ceremony
b. Sunatan	d. Nikahan
4. Architecture features contained in maimoon palace?

a. Malay, Mogul and Italian	c. Malay, sunda, italian
b. Belanda,medan, mongul	d. Malay, mogul,belanda

VOCABULARY (KOSA KATA)

Fort: Benteng	Island: pulau/kelompok
Old: Tua	Function: Fungsi
Colonial: Penjajah	Till: sampai
Overlooking: Pemandangan	Kept: menjaga
Dutch: Belanda	Which: yang mana
Harbor: Pelabuhan	Got: dapat
Attractions: daya tarik	Restored:
Top: utama/puncak	memperbaiki/memulihkan
Current: zaman sekarang	Best: terbaik
Built: bangun	Preserved
Around: keliling/ sekitar	Other: yang lain
Defensive: mempertahankan	Was: to be
Structures: susunan/ bangunan	Consists: terdiri/terbuat
Consisting: terdiri	Five: lima
Century: abad	Towers: menara
Admiral: laksamana	Each: masing-masing
Concurred: bersamaan	Four: empat
Houses: rumah-rumah	Corner: sudut/simpang
Church: gereja	Main: pokok/utama/besar
Birthplace: asal	Entrance: mempesona/memikat
Renamed:	Thirteen: tiga belas
Walls: dinding/tembok	Were: dimana
High: tinggi	And: dan
Rebuilt: di bangun kembali	One: satu
Arose: berdiri/ bangun	Called: kunjungan
Inside: di samping	Japanese: jepang
Became: menjadi	Eleven: sebelas
Thick: ditengah-tengah/ tebal	Made: made
Soon: segera	Oldest: tertua
Here: di sini	Who: siapa
Center: pusat	Imprisoned: memenjarakan
Power: kekuatan	Leaders: pemimpin

Although: walaupun/sekalipun
 Governors: gubernur
 Lived: yang telah hidup
 Sleeping: tidur (sedang tidur)
 Quarters: bagian
 For: untuk
 Officers: perwira/petugas
 Actually: sebenarnya
 Mid: pertengahan
 Prison: penjara/terungku
 Or: atau
 Warehouses: gudang-gudang
 Java: jawa
 National: nasional
 Hero: pahlawan
 Prince: harga
 His: dia (laki-laki)
 Death: kematian/sekarat
 War: dunia
 Open: buka
 Every: setiap
 Day: sepanjang hari
 From: bentuk/kondisi
 Donation: sumbangan
 Is: adalah
 Requested: permohonan
 Should: seharusnya
 Suffice: mencukupi
 Only: tunggal
 Entrance: jalan masuk
 Morning: pagi
 Tuesday: selasa
 Sunday: minggu

Entrance: memikat
 Located: menemukan/menetap
 Right: keadilan/kana
 In: di
 Heart: inti/jantung
 Difficult: sulit/sukar
 Local: setempat/lokal
 Public: rakyat umum
 Transportation: pengangkutan
 Can: bisa
 Take: mengambil
 Beach: pantai
 Simply: dengan sederhana
 Stroll: berjalan-jalan
 Down: bawah
 Boulevard: jalan besar
 Enjoy: menikmati/memiliki
 Scenery: pemandangan
 Reach: jangkauan/membentang
 If: jika
 Happen: terjadi
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 Known: tahu
 Architectural: bangunan
 Object: sasaran/tujuan
 Design: bentuk/model
 Which: yang mana
 Combine: gabungan/menyatukan
 Elements: unsur/dasar
 Persian: orang iran
 Style: corak/gaya
 This : ini
 Historical: sejarah

South: selatan	Pray: berdoa
Bank: membendung	Once: pernah/sekali
River: sungai	See: mengunjungi
Represents: menggambarkan	Will: kemauan/dapat
Story: cerita/riwayat	Impression: ketidaksamaan
Eternal: abadi/kekal	That: itu
Love: kecintaan/penuh kasih	Strong: kuat/bersemangat
Emperor: kaisar	Starting: memulai
Dearest: berharga/sangat disayangi	With: dengan/serta
Wife: istri	Calligraphy: tulisan indah
Into: menjadi/sampai/kedalam	Decorations: hiasan/dekorasi
List: daftar/condong	Huge: luar biasa/tingginya
World: dunia/alam	Dome: kubah
Heritage: pusaka/kebudayaan yg diwarisi	Along: kira-kira/sepanjang
Site: tempat	With: dengan/karena
Consider: mengingat	Base: berdasarkan
Jewel: permata/batu	Also: juga/pula
Art: seni	Size: ukuran
Universally: semesta	Nearly: hampir
Admired: mengagumi/memuji	Lotus: teratai/sejora
Master: nahkoda/jagoan	Detailed: terperinci
pieces: lempengan	Come: datang/menimpa
World: alam/banyak sekali	Pool: menyatukan/genangan
Very: itu juga	Front: bidang/menghadapi
Large: besar/luas/sbagian bsar	Image: gambar/pelukisan
Tomb: makam/pusara	Sky: setinggi langit
Made: membuat/menjadi	Find: menemukan/keputusan
Marble: marmer/gundu	There: disana
Looks: bnyak corak	More: lebih/lagi
Like: kesukaan/seperti	Inner: pusat
Mosque: mesjid	Focus: sarang/pusat
	Level: dataran/tingkat
	Graves: kuburan

Positioned: kedudukan	Right: kanan/hak
Next: berikutnya/disamping	Include: memasukkan
Room: kamar	Basement: ruangan dibawah
Palace: istana	tanah
Royal: raja/megah	Kitchen: dapur
Sultanate: kesultanan	Bathrooms: kamar mandi
Becomes: kedatangan	Stands: berdiri
Tourism: kepariwisataan/turisme	Great: besar
Sites: tempat	Downtown: dibawah kota
Features: roman/ keistimewaan	Historic: bersejarah
Malay: orang kepulauan melayu	Except: kecuali
Influences: mempengaruhi	When: ketika
Lavish: mewah	Organizing: mengatur/organisasi
Inauguration: pelantikan/pembukaan	Special: spesial
Throne: tahta	Ceremony: upacara
Public: masyarakat umum	Back: belakang/sebelah
Check : memeriksa	belakang
Modest: sederhana	Occupied: pemilikan
Collection: kumpulan	Members: anggota-anggota
Ceremonial: pakaian upacara	Plane: pesawat terbang
Dress: gaun/menghiasi	Crash: tubrukan
Traditional: tradisional	Young: mudah
Costume: pakaian	History: sejarawan
Most: sebagian/kebanyakan	Resides: bertempat/terletak
Exist: dalam keadaan	Role: peran
demikian/hidup	Purely: semata-mata/belaka
Floors: lantai/tingkat/dasar	Visitors: pengunjung/tamu
Divided: membagi	Have: mempunyai/memberi
Three: tiga	Chance: kesempatan
Parts: bagian-bagian	Witness: saksi/penyaksian
Left: kiri	Kingdom: kerajaan
Wing: rambut palsu	Displayed: pameran
	Meeting: bertemu

Such as: seperti	Mountain: gunung
Photos: foto-foto	Forest: hutan
Antique: barang antik	Extraordinarily
Furniture: mebel/perkakas	Beautiful: cantik
Gifted: berbakat	Panorama
Various: bermacam	Temple: bersejarah
Types: bermacam-macam	Sun: matahari
Weapon: senjata	Sacred: keramat/suci
Patterns: pola-pola/susunan	District: daerah
Window: jendela	Initially: pada
Width: lebar	awalnya/permulaan
Famous: percaya diri	Fortress: benteng
Symbol: simbol	Transformed: yang merubah
Empire: kerajaan/kekaisaran	About: tentang
Lost: hilang	Thousands: beribu-ribu
City: kota	Above: di atas sukar
But: tapi	Time: waktu
Hundred: seratus	Reach: jangkauan
Later: nanti	Dazzling: mempesonakan
Abandoned: yang ditinggalkan	Panorama: pemandangan yang
Polished: yang halus budi	luas
bahasanya	Very: sangat/bahwasanya
Stone: batu/biji	Worth: harga/bernilai
Middle: tengah	

APPENDIX 2



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
PROGRAM MATRIKULASI
Jl. Agatis Telp. 0471-22076 Fax 0471-325195 Kota Palopo

SURAT KETERANGAN
Nomor: In.19/PP.00.9/696 /2018

Yang bertanda tangan di bawah ini Pengelola Program Matrikulasi IAIN Palopo, menerangkan dengan sebenarnya bahwa:

Nama : LESTARI
NIM : 19.16.3.0062
Jurusan : Tarbiyah Bahasa Inggris, B.
Tahun Akademik : 2014

Benar telah mengikuti secara aktif perkuliahan Program Matrikulasi IAIN Palopo dan telah mengikuti ujian serta dinyatakan lulus pada semua mata kuliah Program Matrikulasi semester 1 dan 2 Tahun Akademik 2014/...2016.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.


Mawardi, S.Ag., M.Pd.I.
NIP. 19680802 199703 1 001



**INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jl. Agatis, Kelurahan Balandi Kec. Bara Kota Palopo
Tlp. 0471-22076 (ext.120) Fax. 0471-325195
E-mail : EnglishStudiProgram.iain Palopo@gmail.com

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Lestari

Nim : 14.16.3.0062

Prodi : Tadris Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 13 September 2018

Ketua Prodi
Tadris Bahasa Inggris


Amalia Wahyuni, S.E., M.Hum
NIP. 19771013 200501 2 006




**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo
E-mail : stainplp@indosat.net.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Lestari
Nim : 14.16.3.0062
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP : Jl. Sultan Hasanuddin / 085 395 560 388

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan


Dr. Mubaemin, M.A
NIP. 19790203 200501 1 006

Palopo, 14 September 2018
Ketua Prodi
Tadris Bahasa Inggris



Saiful Bahya, S.E., M.Hum
NIP. 19771013 200501 2006



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 4 PALOPO**

Jalan Bekau Balandi No. Telp (0471) 21475 Website www.sman4plo.sch.id Email sman4plo@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/177-UPT-SMA.04/PLP/DISDIK

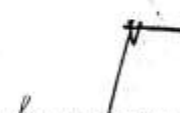
Yang bertanda tangan di bawah ini, Kepala UPT Satuan Pendidikan SMA Negeri 4 Palopo, menerangkan bahwa :

Nama : LESTARI
NIM : 14.16.3.0062
Tempat / tgl. lahir : Kampung Baru, 03 Maret 1996
Jenis kelamin : Perempuan
Alamat : Jl. Balandi Kota Palopo
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa IAIN Kota Palopo

Yang bersangkutan telah mengadakan penelitian di SMA Negeri 4 Palopo, terhitung mulai tanggal 04 September s/d 09 Oktober 2018, guna melengkapi Skripsi yang berjudul: “ **DEVELOPING WORKSHEET READING COMPREHENSION AT TENTH GRADE OF SMA NEGERI 4 PALOPO**”.

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 17 Oktober 2018
Kepala,


Drs. H. HSMAN, M.Pd
Pangkat / Pembina Utama Muda
NIP. 19641231 198903 1 242



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. R. H. M. Hassan No 5 Kota Palopo - Sulawesi Selatan Telpom : (0471) 23692

ASLI

IZIN PENELITIAN
NOMOR : 1285/PI/DPMP/TP/X/2018

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK,
2. Peraturan Menteri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Menteri Nomor 7 Tahun 2014,
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penjabaran Perizinan dan Non Perizinan di Kota Palopo,
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Penjabaran Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo

MEMBERIKAN IZIN KEPADA

Nama	: LESTARI
Jenis Kelamin	: Perempuan
Alamat	: Jl. Balandi Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 14 16 3 0062

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

DEVELOPING WORKSHEET READING COMPREHENSION AT TENTH GRADE OF SMA NEGERI 4 PALOPO

Lokasi Penelitian : SMA NEGERI 4 PALOPO

Lamanya Penelitian : 04 Oktober 2018 s.d. 04 Desember 2018

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya

Diterbitkan di Kota Palopo
Pada tanggal : 04 Oktober 2018
Kepala Dinas Penanaman Modal dan PTSP

FARID KASIM, S.H., M.Si
Pangkat : Pembina Tk. I
NIP : 19830309 200312 1 004

Tembusan :

1. Kepala Badan Kepegawaian dan Sumber Daya Manusia
2. Walikota Palopo
3. Sekretaris Daerah
4. Kepala Dinas
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kepegawaian Kota Palopo
7. Instansi terkait untuk dilaksanakan penelitian

APPENDIX 3

QUESTIONER

1. Bagaimana pendapat anda tentang reading worksheet yang dikembangkan?

Jawaban: Sangat setuju karena dapat membantu siswa untuk kosa kata dalam membuat kalimat yang benar.

2. Model pembelajaran seperti apa yang di sukai oleh siswa?

Jawaban: Model Pembelajaran Jock saw

3. Bagaimana tingkat penguasaan reading siswa kelas 10?

Jawaban: Tingkat penguasaan siswa kelas X tentang Reading masih kurang karena kurangnya kosa kata.

4. Model pembelajaran seperti apa yang di sukai oleh siswa khususnya siswa kelas 10?

Jawaban: Model pembelajaran yang paling disukai oleh siswa kelas X adalah Jick saw

5. Kesulitan seperti apa yang di jumpai siswa saat membaca dalam bahasa inggris?

Jawaban: Kesulitan kosa kata

6. Bentuk evaluasi seperti apa yang di sukai oleh siswa?

Jawaban: Pilihan ganda

7. Panjang teks dialog seperti apa yang sesuai untuk siswa dalam menunjang keterampilan reading dalam pembelajaran bahasa inggris?

Jawaban: Teks dialog yang singkat dan sederhana

8. Jenis bacaan apa yang di sukai oleh siswa?

Jawaban: Bacaan Narasi

9. Konteks dialog seperti apa yang disukai oleh siswa?

Jawaban: Konteks dialog yang singkat dan sederhana

10. Media pembelajaran seperti apa yang dapat mendukung proses pembeljran siswa khususnya untuk reading section?

Jawaban: Media Pembelajaran berupa gambar yang sesuai dengan wicara

NO	MATERI PENILAIAN	KATEGORI PENILAIAN				
		1	2	3	4	5
1.	Worksheet yang di kembangkan sesuai dengan tujuan pembelajaran				✓	
2.	Worksheet yang dikembangkan sesuai dengan kebutuhan siswa kelas 10.				✓	
3.	Worksheet yang di kembangkan sesuai dengan kekurangan siswa kelas 10.				✓	
4.	Worksheet yang di kembangkan mampu mendorong siswa untuk aktif dalam proses mandiri				✓	
5.	Penyajian tugas yang di berikan dalam setiap unit ini mendorong siswa untuk aktif dalam kelas				✓	
6.	Panyajian tugas mendorong siswa untuk mengetahui kekurangan dan keberhasilan mereka				✓	
7.	Bahasa yang di gunakan sudah sesuai dengan kaidah bahasa inggris yang benar				✓	
8.	Bahasa yang digunakan sesuai dengan level siswa.				✓	
9.	bahasa yang disajikan dengan mudah dan jelas.				✓	
10.	worksheet yang dikembangkan memiliki berbagai variasi soal				✓	
11.	Teks yang diberikan dalam worksheet dapat membantu siswa dalam menentukan main topic				✓	
12.	Worksheet yang di kembangkan sudah mencakup skill reading				✓	
13.	Ilustrasi yang di berikan bisa menambah pemahan untuk setiap informasi yang disajikan.				✓	
14.	Secara umum ilustrasi yang ditampilkan serasi sesuai dengan pokok pembahasan.				✓	
15.	Worksheet yang di kembangkan tidak banyak menggunakan jenis tulisan.				✓	
16.	Worksheet yang dikembangkan menggunakan jenis hurup yang mudah di baca.				✓	
17.	materi menggunakan variasi huruf (bold, italic dan capital) untuk membedakan jenjang dan memberikan tekanan pada tekks yang di anggap penting.				✓	

Catatan :

Palopo

Validator


(Andi Tengkiring Sipay)

**EXPERT JUDGEMENT QUESTIONERY FOR LANGUAGE & MATERIAL
EXPERT**

Pengantar:

kuesioner ini merupakan instrument penilaian terhadap Reading Worksheet saya sangat mengharapkan partisipasi dari bappak untuk mengisi kuesioner ini sebagai masukan atas Worksheet yang saya kembangkan. Atas kesedian dan partisipasi bapak/ ibu, saya ucapkan terimakasih.

Expert identity

Name:

Albar, S.Pd., M.Ed

Sex:

male /female

Last Education:

Master of Education

Expert:

Language Expert/ Material Expert

Petunjuk pengisian :

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan reading worksheet yang telah di kembangkan. Bapak/ibu di persilahkan untuk memberikan tanda centang (✓) sesuai bobot yang dikelompokkan sesuai dengan:

5: Sangat Setuju

4: Setuju

3: Ragu-ragu

2: Tidak Setuju

1: Sangat tidak setuju

Mohon Bapak/ibu untuk turut menuliskan saran perbaikan di akhir lembar kuesioner ini.

NO	MATERI PENILAIAN	KATEGORI PENILAIAN				
		1	2	3	4	5
1.	Worksheet yang di kembangkan sesuai dengan tujuan pembelajaran.		✓	.		
2.	Worksheet yang dikembangkan sesuai dengan kebutuhan siswa kelas 10.		✓			
3.	Worksheet yang di kembangkan sesuai dengan kekurangan siswa kelas 10.			✓		
4.	Worksheet yang di kembangkan mampu mendorong siswa untuk aktif dalam proses mandiri.		✓	✓		
5.	Penyajian tugas yang di berikan dalam setiap unit ini mendorong siswa untuk aktif dalam kelas		✓	✓		
6.	Panyajian tugas mendorong siswa untuk mengetahui kekurangan dan keberhasilan mereka.			✓		
7.	Bahasa yang di gunakan sudah sesuai dengan kaidah bahasa inggris yang benar.		✓			
8.	Bahasa yang digunakan sesuai dengan level siswa			✓		
9.	bahasa yang disajikan dengan mudah dan jelas	✓				
10.	worksheet yang dikembangkan memiliki berbagai variasi soal		✓			
11.	Teks yang diberikan dalam worksheet dapat membantu siswa dalam menentukan main topic		✓			
12.	Worksheet yang di kembangkan sudah mencakup skill reading		✓	✓		
13.	Ilustrasi yang di berikan bisa menambah pemahan untuk setiap informasi yang disajikan.		✓			
14.	Secara umum ilustrasi yang ditampilkan serasi sesuai dengan pokok pembahasan.		✓			
15.	Worksheet yang di kembangkan tidak banyak menggunakan jenis tulisan.			✓		
16.	Worksheet yang dikembangkan menggunakan jenis hurup yang mudah di baca.		✓			
17.	materi menggunakan variasi huruf (bold, italic dan capital) untuk membedakan jenjang dan memberikan tekanan pada tekks yang di anggap penting		✓			

Critique :

1. This book lacks of information about in what semester this book will be used.
2. others important texts such as Analytical is neglected in this ^{text} book design.
3. However, I appreciate that
3. References of Entire Copied materials, including images are needed to increase ~~author~~ authority.

Palopo
Validator
Abur, S. P. I. 1, M. S.

QUESTIONER

1. Bagaimana pendapat anda tentang worksheet yang di kembangkan?
☒ a. Sangat Setuju
☐ b. Setuju
☐ c. Tida setuju
2. Apakah worksheet yang dikembangkan sudah cukup menarik?
☒ a. Sangat menarik
☐ b. Menarik
☐ c. kurang menarik
3. menurut anda content-content yang di sediakan sudah bervasi?
☒ a. setuju
☐ b. kurang setuju
☐ c. sangat setuju
4. apakah worksheet yang dikembangkan mudah untuk di pahami?
☒ a. Setuju
☐ b. Sangat setuju
☐ c. Kurang setuju
5. Apakah dengan adanya worksheet ini dapat memudahkan anda dalam pembelajaran?
☐ a. Sangat Setuju
☒ b. Setuju
☐ c. Tida setuju
6. Apakah dengan adanya worksheet ini dapat mengembangkan kemampuan membaca anda?
☒ a. Setuju
☐ b. Sangat setuju
☐ c. Kurang setuju
7. Apakh dengan adnya worksheet ini dapat membuat anda nyaman dalam pembelaaajaan?
☒ a. Sangat setuju
☐ b. Kurang setuju
☐ c. setuju
8. Apakah worksheet yng dikembangkan sudaah sesuai dengaan kebutuhan anda?
☐ a. Sangat setuju
☒ b. Setuju
☐ c. Kurang setuju
9. Apakah worksheet yang dikembangkan sudah sesuai dengan keinginan anda?
☐ a. Sangat setuju
☐ b. Kurang setuju
☒ c. setuju
10. Apakah worksheet yang dikembangkan sudah sesuai dengan kekurangan anda?
☐ a. Sangat setuju
☒ b. Setuju
☐ c. Kurang setuju

A. Data Responden

Nama: MUR FITRI

Umu : 15 th.

Jenis Kelami: PEREMPUAN

B. Pentunjuk Pengisian

Berikan tanda (\checkmark) pada pernyataan yang sesuai dengan keadaan yang paaling menggambarkan keada Anda saat ini, terkait dengan pembelajaran Bahasa Inggris dengan menggunakan *media visual* untuk meningkatkan *reading*.

1. Bagaimana tingkat penguasaan *Reading* anda sekarang ini?

- ☒ a. *Basic (Lower)*: mengetahui sedikit kosa kata dan penguasaan *grammar* terbatas.
- b. *Intermediate (Upper)*: walaupun masi mempunyai kesulitan dalam kosa kata dan *grammar*, tapi mampu terlibat dalam *Writing*
- c. *Advance*: mampu membaca dengan lancar pada sebagaian besar topik, dan hanya memiliki sedikit kendala.
- d. *Intermidea (Lower)*: mengetahui sedikit kosa kata dan penguasaan *grammar* terbatas.
- ☒ e. *Intermediate (Upper)* walaupun masi mempunyai kesulitan dalam kosa kata dan *grammar*, tapi mampu terlibat dalam *Writing*
- f. *Advance*: mampu membaca dengan lancar pada sebagaian besar topik, dan hanya memiliki sedikit kendala.
- g. Lain-lain (sebutkan bila ada).....

2. Apa tujuan anda mempelajari *Reading*?

- a. Untuk meningkatkan *speaking*
- b. Untuk meningkatkan *grammar*
- ☒ c. Untuk meningkatkan *Writing*
- d. Lain-lain (sebutkan bila ada).....

3. Model pembelajaran seperti apa yang anda sukai?

- a. Diskusi
- ☒ b. Ceramah

- c. Berdialog
 - d. Pemberian tugas
 - e. Lain-lain (sebutkan bila ada).....
4. Metode pembelajaran seperti apa yang anda sukai dalam mengembangkan *Reading*?
- a. Pemberian tugas
 - b. Ceramah
 - c. Tanya jawab
 - ☒ d. Debat
 - e. Lain-lain (sebutkan bila ada).....
5. Kesulitan apa yang anda jumpai saat membaca dalam bahasa inggris?
- a. Sulit mendapatkan ide pokok dalam teks
 - b. Sulit mengungkapkan gagasan pokok
 - c. Sulit menggunakan pilihan kata yang tepat
 - ☒ d. Sulit menyusun kalimat, klausa dan paragraf dengan baik
 - e. Sulit menggunakan tanda baca.
 - f. Lain-lain (sebutkan bila ada)
6. Pemberian *evaluasi* seperti apa yang anda sukai?
- a. *Essay*
 - ☒ b. *Multiple Choice*
 - c. Bergambar
 - d. Lain-lain(sebutkan bila ada).....
6. Aktifitas apa yang anda inginkan dalam meningkatkan keterampilan *Reading*?
- a. Menerjemahkan kata-kata yang sulit
 - b. Melakukan *paraphrase* setelah membaca teks
 - ☒ c. Membaca teks lalu menyimpulkan *main idea*.
7. Menurut anda, panjang teks dialog yang sesuai untuk menunjang keterampilan *Reading* dalam pembelajaran bahasa inggris anda adalah.....
- a. Teks yang lebih dari 300 kata
 - ☒ b. Teks yang berkisar 200-250
 - c. Teks yang berkisaran 100-200

APPENDIX 4



This first stage the researcher share the questionnaire all of students'.



This stage the students' fill out the questionnaire.



And this stage the students' collect worksheet for the researcher.



This stage the students' asked about the worksheet.



And this stage the researcher walk goes to see how the students' responses are about the worksheet content.



And this stage the students' asked about how to use the worksheet.



And this stage two the researcher share out the worksheet for all of students'.

CURRICULUM VITAE



The researcher, Lestari was born on 03th of March 1996 Pekaloa. Her father name is Anwar Denda and mother name is Maya. She is the five Child from fourth brothers and six sisters. She started her study at elementary school 274 Pekaloa and graduated in 2008

and continued it in junior high School (MTS) Timampu and graduated in 20011 and then continued her study in senior High School (MA) Timampu and she graduated in 2014. After that, she continued her study at the State Institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study at the State Islamic Institute (IAIN) Palopo in 2018. During his study, she was active in External Students Organization she was Treasure of PMII IAIN Palopo since 2014-2018.